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THE ONLY OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



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420 Lexington Avenue, NEW YORK CITY

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C O N T E N T S

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	PAGE
Cover.....	Ruth Steed
Concerning Contributors.....	2
The President's Message: A Threefold Program	
Frances S. Pettengill	5
Recipe for a Boy's Summer.....	Bertha Knapton 6
The Unusual Child.....	Miriam Finn Scott 8
What Will You Be Doing After Forty?	
Alice Mary Kimball	10
Frankly Speaking.....	Revah Summersgill 12
Family Tourist Camping—Unabridged.....	Alice Dougan Gass 14
The Cat.....	Dean Shaughnessy 14
Keeping Cool in Hot Weather.....	Margaret House Irwin 15
Dreams.....	Revah Summersgill 16
The Robinson Family: Tommy Tags Along	
Marion L. Faegre	17
The Place of the Home in the Community.....	Frances Ullmann 18
Editorials	26
It's Up to Us: Ralph Obeys.....	Alice Sowers 28
Gentle Presence.....	Virginia Scott Miner 32
A School Becomes Safety Conscious.....	Dorothy F. Osburn 35
A Teacher Looks at Parents and Teachers.....	Clara B. Dean 36
Congress Comments.....	39
The P. T. A. at Work.....	Clarice Wade 40
Film Facts.....	Edgar Dale 46
Bookshelf.....	Winnifred King Rugg 46

THE ONLY OFFICIAL MAGAZINE OF THE
NATIONAL CONGRESS OF PARENTS AND TEACHERS



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CONCERNING CONTRIBUTORS

MRS. J. K. PETTENGILL, Detroit, Michigan, newly elected president of the National Congress of Parents and Teachers, contributes her first President's Message to this issue of the official magazine of the Congress. Mrs. Pettengill is widely known in educational and parent-teacher circles as a teacher, a writer, and a speaker on subjects of concern to parents and teachers. Since 1935, she has been a member of the faculty of Wayne University, Detroit, as a special instructor in the College of Education.

Mrs. Pettengill is a native of Worcester, Massachusetts, where she attended elementary school and high school. She was graduated from Wellesley College in 1907, receiving an A.B. degree; she is a member of Phi Beta Kappa.

Becoming interested in parent-teacher work soon after she moved to Lansing, Michigan, she was active in several local units. Mrs. Pettengill has been identified with state Congress work in Michigan since 1922, when she became state chairman of Legislation, a capacity in which she served for five years. From 1927 to 1931, she was president of the Michigan Congress and editor of the *Michigan Parent-Teacher* bulletin. She conducted a parent-teacher department in the *Michigan Education Journal* for several years. She was Secretary of the National Congress from 1931 to 1932; Fourth Vice-President, 1932-34; and First Vice-President, 1934-37.

BERTHA KNAPTON, who wrote "Recipe for a Boy's Summer," says that there is very little to tell about herself. "The truth is so seldom glamorous," she writes. "I was born, thirty-five years ago, down in Harwich Port, Massachusetts, in a lovely, very old Cape Cod house. I graduated from Hyannis Normal School in 1921, but had no chance to revolutionize teaching methods as I was married exactly two weeks later. Outside of the boys' club, my life is uneventful, but I am kept busy being a mother to my two big boys, thirteen and twelve, and my two tiny daughters, three

and four. In my spare time I arrange programs for our local P.T.A. meetings." The club described is in St. Paul, Minnesota, where the Knaptons live.

The author of "The Unusual Child," MIRIAM FINN SCOTT, writes from her extensive and varied experience in dealing with such children and their parents through the schools in Manhattan, the Bronx, and Brooklyn. For over two years, Mrs. Scott has devoted herself to parent education work under the Adult Education Project of the Board of Education of New York City. She has, in addition, found time to write a number of magazine articles.

"What Will You Be Doing After Forty?" This is a question which many women are asking of themselves. In her article under this title ALICE MARY KIMBALL stresses the necessity to start early in life to plan for later years. She bases what she has to say not only on her broad knowledge of women, but also on her wide experience as teacher, journalist, editor, and author of many short stories, poems, and articles.

Our readers already know quite a bit about MARGARET HOUSE IRWIN and about the sound, helpful suggestions which her articles always contain. She has the B.S. degree from Colorado State College, and M.S. and Ph.D. in nutrition and physiological chemistry from Iowa State College. Although Dr. Irwin has been busy taking care of young Joe Robert and supervising the building of a new house, she has been able to give us the welcome advice on "Keeping Cool in Hot Weather" which appears in this issue.

REVAH SUMMERSGILL is another author whose name and work are familiar to our readers. Although she says that her only claim to distinction lies in the fact that she is the mother of a boy and a girl who are more than satisfactory to her, her articles and poems belie that fact. In this issue we have one of each—"Frankly Speaking" and "Dreams."

"Some Unfinished Tasks in Child Protection," the leading editorial, comes from KATHARINE F. LENROOT whose appointment as Chief of the Children's Bureau, U. S. Department of Labor, was announced by President Roosevelt, December 1, 1934. Not long after her graduation from the University of Wisconsin in 1912, Miss Lenroot was appointed woman deputy of the Industrial Commission of Wisconsin, and made cost of living investigations in Milwaukee, preparatory to the development of plans for administration of the newly enacted minimum wage law. She resigned in December, 1914, to accept a position as special agent in the U. S. Children's Bureau. Since that time she has served in several departments in the Children's Bureau, including the Social Service Division and the Editorial Division.

"A Teacher Looks at Parents and Teachers" comes, very fittingly, from CLARA B. DEAN. After teaching for ten years in public and in private schools in Tennessee, Massachusetts, and New Jersey, Miss Dean is now devoting most of her time to writing articles, most of them having to do with children. For the past three years she has been "enjoying the activities of the larger leisure," spending three hours a day with her typewriter and much of the rest of the time wandering about with her camera photographing other people's children, her own birds, and any wild flowers she happens upon. She lives in Knoxville, Tennessee.

If You Are Interested In . . .

The Preschool Child, see pages 8, 17.

The Grade School Child, see pages 6, 8, 17, 28.

The High School Boy and Girl, see pages 6, 28.

Children of All Ages, see pages 8, 10, 12, 14, 15, 18, 26, 46.

Home and School Material, see pages 8, 18, 35, 36.

P.T.A. Problems, see pages 4, 5, 18, 35, 36, 39, 40, 46.

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Mrs. J. K. Pettengill, President, National Congress of Parents and Teachers



The President's Message

A Threefold Program

DURING the past forty years of continuous activity, the organization which expresses the parent-teacher movement in America has manifested its abiding faith in education. Constant endeavor has been made to understand the program of the school, to relate more and more closely the agencies of home and community, to provide through parent education that knowledge which will create intelligent action. And all this has been done in terms of the whole child as he lives in his total environment.

The results of the work over this span of years have been notable. Based on progress thus made, the next steps to be taken today are under consideration by countless parents and teachers. Questions arise for wise answering: How may new understandings of social change and movement be acquired? And, once acquired, how may these knowledges be put into action, made the instruments for better building of society in behalf of our children and our youth?

The first answer lies in a new wisdom on the part of parents and teachers. We must learn to think not alone in terms of the child before us, of the classroom of children whom we meet each day, of the immediate community's problems and provisions for childhood and youth. We must think rather of a whole world of children, whose future welfare depends largely upon our generation. We must think a little less, perhaps, of the specific educational interests of geographically limited areas and concern ourselves more than ever before with providing an adequate educational opportunity for children everywhere.

We must face this problem and assume the responsibilities that lie in its solution. Naturally, we shall do this best in terms of loyalties, and devotions, and aspirations for our own children; but the outcome must be a generous and understanding provision for all children so that they may meet the responsibilities of life adequately and joyously.

Understanding of social conditions as well as of democracy as a form of daily living is necessary; and equally important is the ability to relate this knowledge to action. Fields of study imply areas of creative activity as well: social and family life; group relationships; delinquency and crime prevention; economic aspects of daily living; industry and human relationships; civic responsibility; cultural trends and spiritual heritage.

Through simple and sincere presentation and discussion of these and kindred problems the National Congress of Parents and Teachers offers a program of service. Within the field of its objects it gives opportunity for study, interpretation, and action. Its threefold program of parent education, home-school cooperation, and community development is more important than ever before in the transforming of society.

To this end the parent-teacher organization once more dedicates this magazine to the service of parents and teachers everywhere.

Frances S. Pettergill

President,
National Congress of Parents and Teachers.

RECIPE FOR A BOY'S SUMMER

Bertina Knappson

Illustrations
ROBB REEBE

"Young minds, rubbing together, take on a sparkle and a polish. A Club is a fine thing. From the boys' standpoint it is ideal."

ARE you one of the mothers who, along about the first of July, corner your neighbor at the back fence, wring your hands in anguish, and moan desperately: "What shall I do with my boys for the rest of the summer? They are restless and bored and they just don't know what to do with themselves!"

Four years ago I was asking myself and the neighbors the same question. There was the summer camp, of course, yet the thought of packing my own sons off to camp for the whole summer seemed, somehow, like a shifting of responsibility. I have always admired tremendously the way our grandparents accepted the responsibility of their children: there was no halfway business about it. A contrast, is it not, to modern parents, who are willing, yes, even anxious, to share the responsibility of their children with the church, the school, the Scouts, the Camp Fire Girls, the community playground, the Y. M. C. A. and a hundred other organizations?

It was on a rainy afternoon, I remember it distinctly, when the idea was born, quite casually, entirely painlessly, and on the spur of the moment. "What shall we do?" the boys had intoned monotonously all day. "We can't go out, there's absolutely nothing to be done in the house that we haven't done a thousand times before and that we aren't good and sick of. What can we do?" Over and over again. And then, as if in answer, there was the

Idea, all fresh and new and shining. Quite simply I said, "Why don't you start a club?" Instantly alert, quick interest.



Quite simply I said, "Why don't you start a club?"

"Swell!" said Bill with enthusiasm. Dick, as usual, found a flaw.

"To have a club, you must first have a clubroom," he stated firmly.

Now we live in a small house, one of the innumerable little bungalows that dot the city, remarkable only for its adaptability to our changing needs. I thought rapidly. The attic? It was roomy, but I had no liking for plaster in my soup.

"You may have one-fourth of the basement," I declared. "It shall be your very own and you may do exactly as you please down there."

Later, I had to make a few restrictions. There's still a copy around the house somewhere.

1. No fires outside the furnace.
2. No innovations added to the plumbing.

3. No improvements on the water pipes.

4. No funny business with the gas pipes.

5. No tapping electric wires without authority.

I was sorry about these rules, but I assure you that they were necessary. Nevertheless, I felt that the boys were still left quite a bit of leeway.

The first question was that of partitioning off their quarter of the basement. Understand, it was to be their own worry; no inveigling me into supplying their materials. Happily, this problem was solved by a neighbor who decided to plaster his house; he was only too glad to have the old plaster board hauled away, and down it went, into my basement, where a whole gang of enthusi-

astic club members hammered with a hearty good will.

That was four years ago. Since then the partition material has been changed many times. This year another neighbor was shingling his house; he donated shingle cases. (What would we do without neighbors?) Partition material is always a problem, for in a good, swift boxing match it isn't at all uncommon for a participant to get knocked clean through the side of the wall, which calls for repairs, of course. Solving this partition problem stimulates the boys' imagination and gives them an opportunity to exercise their ingenuity. I sincerely hope that no one in the

neighborhood goes in for steel buildings and feels called upon to donate a section of steel.

The next question was that of furniture. Nail kegs, with a little sawing here and there, made excellent armchairs. Tables and bookracks were made from scraps of lumber and soapboxes. All this took some time and kept the club busy and happy. One day, stopping in for a casual visit, I was surprised (and dismayed) to find, standing there, incongruous among the nail-keg armchairs and two-by-four tables, a shiny, elaborately modernistic piece of lawn furniture.

"Where did this come from?" I demanded.

One of the boys answered carelessly, "Hennie brought it."

"Where did you get it, Hennie?"

Hennie's eyes, blue and untroubled in his round, freckled face, met mine frankly. Hennie was the kid brother of one of the club members.

"I got it up at —'s," he mentioned the name of a fairly wealthy, extremely snooty neighbor. "They gave it to me."

"Gave it to you?" I echoed stupidly. Incredible that anyone should give away anything so obviously new.

"Yep," said Hennie cheerfully, "there was a man working around in the yard and I asked him if I could have this chair for our clubroom. He said something—I didn't get it, but I

took it to mean 'yes.' They don't want it anyway; they don't even bring it in when it rains."

Socialistic tendencies demand early curbing.

"Boys," I said firmly, "you help Hennie take this chair back. Ask the man in the yard if you may have it and listen carefully to what he says. If you do not understand him, go to the house. But find out, definitely, if you may have this chair."

So they did, and they mightn't!

Eventually the furniture question was settled. It changes more or less each year, but let me describe the clubroom as it is now, starting on its fifth summer. At the narrow entrance there's a big, warning sign, a dagger dripping blood, done realistically in red paint, and underneath is printed in big, red letters, "Beware before enter—BLOOD." The whitewashed walls are full of such threatening signs, such as "Give us your blood," under which someone has thoughtfully added in another color, "Please." But the gem of them all, to whose origin and inspiration not one of the members will admit, is "Dead men don't bight." From the ceiling hangs their pride and joy, an old-fashioned barn lantern; where it came from is still a mystery. Cupboards and shelves are tucked away in unexpected places; there's a bookcase filled with their favorite games and magazines. Under the win-

dow is a long bench where a member can stretch out and cool off after a strenuous game of baseball. Armchairs of nail kegs and soapboxes wait companionably around the substantial two-by-four table. On gala occasions there may be a bouquet in a unique vase, and usually there's a box in some inconspicuous corner containing apples, oranges, crackers, or whatever else the club may be able to forage.

THERE was no great project mapped out that first summer, but the club enjoyed doing things together. They would pack a lunch and go on a long hike. They slept outside one night. I don't know why I use that word "slept"; certainly they did nothing of the kind. They may have dozed toward the early hours of the morning, thus giving the neighbors a few moments of quiet, but "slept" is most inaccurate and misleading. I decided that they had better not plan to sleep outside again that summer. It was much too hard on our good neighbors. Next, and this was the high point of the season, they staged a show, clearing the unheard of sum of forty-two cents, which they promptly voted to spend for candy and ice cream. Thus ended the first summer, but it established precedents for the summers to follow, for now the club plans regularly on one long hike, one night spent outside, and one show, for profit. (Continued on page 28)



The clubroom as it is now, starting on its fifth summer.

THE *Unusual* CHILD

"We must be careful not to clip the wings of the unusual child while he is learning to gain control of them."

MOST young parents believe their child to be unusual. The exalted thrill which comes with the first experience of being a parent leads some of us, otherwise modest, intelligent people, to make the most exaggerated claims about the remarkable promises of our first-born.

"Gee! My kid is a great guy. You should see him grip his bottle—and wait until he grabs the bat!" a famous

baseball player told a friend, whom he buttonholed for an hour late one evening, to tell him the wonders of his four-month-old son. "He is a sure home run king!" the proud father prophesied.

Not for an instant do I want to minimize the rightful pride and joy of the new parent, but I do want to give a word of warning which might prevent disappointments and difficulties

in the rearing of the child as he grows older.

Out of every one hundred difficult or so-to-speak "problem" children who have come under my observation, I found about one-half of them were either first-born or only children; who, during their early childhood, were indulged, overprotected, and encouraged to show off their cute tricks, and thus developed into self-conscious, self-centered, uncontrolled and uncontrollable boys and girls.

Nothing is more unjust, both to the child and to the parent, than to overestimate a child's ability; to mistake ordinary qualities in an attractive, healthy child for special gifts. The little girl who dances gracefully at the age of two is not necessarily a budding Pavlova. Nor is the child who shows at an early age an aptitude in drawing, painting, or any other art a "sure-fire" genius. Heartbreaking disappointments result from taking slight promises of talent too seriously. Today we have an overwhelming army of half-baked artists who might have made skilful butchers, bakers, or candlestick-makers!

But just as we must be careful not to overrate ordinary ability in a child; we must be careful not to overlook a real gift in a child—which is sometimes hidden behind unpleasant behavior, such as: unresponsiveness, inattention, and unwillingness to conform to the commonplace routine of life.

SOMETIMES a child with a special interest which amounts to a gift may not have the chance of showing it, and yet may be so completely absorbed by it that nothing else exists for him; and because we parents do not understand the child, do not know how to reach him, we criticize him, antagonize him and judge him queer, dull, and troublesome.

The story of Jack, eleven years old, is a concrete illustration in point:



"In the park, Jack seemed to be in his element. He came out of his shell."

Miriam Finn Scott

Illustrations
CHARLES D. WILLIAMS

"Jack is just plain lazy!" was the father's verdict. "All he wants is his library books; he pays no attention in school. He has been left back in every class—the teacher recommends an ungraded class for him. What are we to do?" the parents pleaded with me.

Jack's school report corroborated the parents' statement. It read: "Jack is listless, indifferent, disinterested in his school work—he acts as if he were 'not there.'"

Upon examination, I found Jack's intelligence above the average—his vocabulary unusual, his answers and observations clearly thought out and accurately stated. I recommended that Jack be transferred to another school where he might be given a chance to make a new start in an environment where his reputation was not known. This was accomplished. His new class teacher took a particular interest in Jack. She made it her first business to win his confidence; this she did by leaving Jack strictly alone until he was ready to respond. During the free periods when the children were allowed to do what they liked best, the teacher had an opportunity to study the individual characteristics and interests of the children. It was during one of these free periods that a group of six pupils arranged an entertainment for the rest of the class.

To the amazement of all, Jack volunteered to be one of the entertainers. At the appointed time, every child in turn did his stunt. One did a tap dance, another acted as a circus clown, still another performed magic. When Jack's turn came, he recited Wordsworth's "Daffodils." He was not speaking the words—but living them.

THIS was the first time Jack expressed a definite interest in anything—and it was the first hint to the teacher that Jack might be interested in nature. Shortly afterward, the teacher spent an afternoon with her class in the park; it was early spring. With-

"For the propeller of his airplane, Bob helped himself to rubber bands."

out making her attention conspicuous, she especially observed Jack. In the park Jack seemed to be in his element; he came out of his shell. He responded with joy to all growing things. He observed the birds, the flowers, the insects—their colors, forms, sounds. He asked questions—intelligent, live questions. In a word, he was a different Jack.

Right there and then, the teacher found the answer to Jack's poor school work. She realized that for him the door was opened not through lessons in books but through the world of nature. The teacher adopted a new course with Jack. Instead of demanding that he maintain the average standard of the work in the classroom, she made his particular interest contribute toward his own and the class's development. He was asked to care for the classroom's plants, to feed the fish, to bring to class anything which interested him in the field of nature study. Jack was delighted. Soon the classroom, thanks to Jack, had its own miniature museum of natural history.

By discovering Jack's unusual interest and providing a happy outlet for it, the teacher discovered the real Jack. His pride was awakened; he began to take a serious interest in his

school work. And so this Jack who had been the slow-wit of his class became its high-light. At the end of the term his rating was so high that he was promoted into a rapid progress class.

PERHAPS the most difficult type of the unusual child to deal with, both in the home and in school, is the child with an original, inventive mind, mechanical ability, and a ruthless urge for experimentation. This type of the unusual child stops at nothing to attain his ends.

The case of Bob, twelve years old, will serve as an example of how a child's unusual powers can be both harnessed and developed to the greatest advantage of all concerned.

Bob started to show his adventurous spirit at the age of about three. He was sitting on a float for the first time, watched by his father. When Bob saw his sister, ten years old, dive into the water, Bob jumped up and dived after her before the father realized what was happening. There was a momentary scream of terror from those near-by, but Bob needed no assistance. He bobbed up, caught hold of the rope and pulled himself up on the float.

This incident is typical of the way Bob never (Continued on page 30)





"Ellen hung out her shingle as a piano teacher."

WHAT WILL *You* BE DOING AFTER *Forty*?

Alice Mary Kimball

Illustrations
ALICE HARVEY

"Modern woman, instead of going soft and spending too much time in sociability and bridge, should be up and doing."

A FEW days after her only son, Franklin, married and started away with his bride for a new engineering job—in China, of all places—Ellen Whitcomb hung out her shingle as a piano teacher. The neighbors were astonished. They had no idea Ellen had fitted herself to teach the piano. Many of them feared she'd been fitting herself for a nervous breakdown.

"She's so sensitive and emotional," said a woman who knows Ellen well, "and she has lived so intensely in her children's lives. The house will be empty, now that Franklin's gone. Not much comfort in Dr. Whitcomb. He's so absorbed and busy. But," she reflected, "we might have known that Ellen had something up her sleeve, sticking to her music day in town the way she has. She's the sort who looks ahead."

Ellen Whitcomb has worked for years in the studio of a friend of mine who is a teacher of piano teachers. A woman well over forty, with a cloud of prematurely white hair brushed back from a subtle, gentle face, she still works in classes with girls young enough to be her daughters.

"I teach more brilliant talents," my

friend once told me, "but Mrs. Whitcomb beats them all at making the most of what she has—a gift rather small, but imaginative and lovely, and quite her own. Takes the piano in her stride, along with getting three meals a day, darning socks, weeding her flowers, and being a Rock of Gibraltar to her husband and children and neighbors. The Whitcomb children have had everything—college, music, inexpensive trips abroad, and a house full of friends. But their mother just will come to town once a week and take her piano lesson."

Suddenly my friend asked:

"Have you ever noticed her clothes?"

"There's a black evening dress," I prodded my memory, "with interesting green embroidery on the sleeves. The one she plays in sometimes."

"Sometimes," laughed Ellen's teacher. "Always. That dress is ten years old. If you'd look closely at those striking sleeves, you'd have seen skilful little darns in them."

"Then there are smart knitted dresses—"

"She knits them herself!" cried my friend, "when she's chatting, or listening to music. Her music lessons

come from dollars saved from her clothes and housekeeping budget. Oh, I don't suppose the Whitcombs have much more than \$4000 a year. The doctor is too busy rushing out on cases to collect his bills. That music of Ellen's is a tight squeeze financially—and every other way. For example, music is just so much clatter to Dr. Whitcomb. If Ellen had stood on her rights and insisted on practicing, willy-nilly, whether it bothered him or not, there might have been trouble by now. But she's no temperamental egoist. She isn't after 'rights.' She's after musicianship—and harmonious living. So, when he's in his study reading or in his office with a patient, she doesn't touch the piano. Keeps a flexible schedule and sneaks in her practice when he's out on calls."

Ellen is no six-cylinder extrovert with the strength of an ox. She's an inward-looking woman, quiet, and rather frail. If she doesn't live carefully, she gets attacks of bronchitis that hang on. But it happens that swimming agrees with her. So she builds up her health by teaching swimming to the Girl Reserves. This, my friend explains, is the way Ellen works—killing a flock of birds with

one stone if she can. Teaching swimming means fun, exercise, and relaxation. It keeps her hand in with young people, and adds to the circle of contacts she will need as a professional woman.

It seemed to me that Ellen must have pursued her music as a part of a plan and a philosophy of living that it might be worth while to pass on to other women.

There was a Professor Bryne in the women's college from which she graduated, Ellen told me. He was a professor of philosophy; gray-haired, lively blue eyes, a perfect darling. (Absent-minded, too—once walked all over town, slowly and thoughtfully, wheeling an empty baby carriage.) Well, Professor Bryne was hipped on the idea that it was disgraceful for a woman to be, as he called it, a mere biological process. Now that homes were convenient and families small, it was up to the women, especially college women, not to make child rearing an excuse for going to seed. Primitive woman had developed agriculture, pottery, weaving, cookery—all the while, too, raising enormous families and doing her work in laborious ways. Modern woman, instead of going soft and spending too much time in sociability and bridge, should be up and doing. The common treasure of culture had given her high privileges. Now let her put back whatever she had to give—a talent for business,

mathematics, science, music, art, teaching, politics, social service, or whatever.

What do you suppose Ellen and the other girls did while Professor Bryne went on like this? You're right. They planned their spring clothes. They daydreamed about the new boy who had called them up. But still the dusty-headed old gentleman persisted. Shakespeares and Beethovens are rare, he would go on, but modest gifts are as rare as stars in the sky—and as beautiful. If we happen to have the smallest talent, it's our moral duty to develop it. "Just as much of a duty," he would add, looking earnestly over his spectacles, "as the duty of helping your lame aunt across the street or of paying your dentist."

ONE day, Ellen said, she happened to wake up from a reverie to hear Professor Bryne asking his class if they liked the idea of becoming professional mothers-in-law after forty-five? At that age they'd all be married, their children would be out of the house, and there'd be from twenty-five to forty years ahead of them. And if they weren't jolly well careful, they'd put in those years boring everybody with vacuous talk about their children and grandchildren—perhaps also being regular nuisances in their children's lives.

"Not all mothers are saints," he said, rather fiercely for such a kindly

man. "Some take the experience of maternity, not as a great emancipation, but as a deadly drug. Like alcohol, or opium. Haven't you heard of mothers with the energy nature intended for twenty children bobbing down on a lone child and fairly squashing him? Can't you think of sons—and daughters, too—whose lives are made wretched by an insanely dominating mother?"

Ellen pricked up her ears. She had recently broken an engagement with a young man who was in just such a fix. He had wanted a secret marriage, fearing that jealousy of a new wife would drive his hysterical mother to suicide. Ellen had managed, brokenheartedly, to flee from a doomed relationship. But she had come out of the experience dead set against all mothers who love their young unwisely. She didn't want to be one of them.

"I'd thought of letting my piano practice go," she told me, "but now I knew that Professor Bryne was right. Well, then, music should be my happiness insurance. I'd make it more than a mere hobby. I would protect myself and my children by mingling a great impersonal devotion with my personal human loves. I'd make it *work*. For no woman," she concluded, "has a right to flop down in a state of utter emotional dependence on anybody—least of all upon a helpless child or a confused (Continued on page 32)

"Dick and Mary took it for granted that Mother would be at that table, splashing away at her easel."





Frankly

"No matter how complicated the problem, or how hopeless the situation, *anything* is easier if only we have the courage to face it."

ARE we frank with our children? Asked this question, our first answer would be, "Yes, of course." But if we stop to think, we may be amazed to find that we are no such thing.

"Well certainly," any slightly-resentful one of us is apt to say, "I tell my children the truth." But too often we do not tell them the whole unvarnished story; we color it almost unconsciously. It is surprising how difficult it is to be truthful. In spite of ourselves, many elements enter—our state of health, of mind, even of finances.

And children are wise. They quickly detect (and despise) falseness, whether it be in the color of hair or of political views. With children, sham

just "does not go." It is small wonder that many older boys and girls lose, for a time at least, respect for their evasive parents. Later they may come to realize that evasion was caused by confused thinking, plain lack of decision. But even so, what will these young persons, admiring as they do straightforwardness and force, continue to think of wishy-washy mothers and fathers who were too fearful, or too lazy, to face the truth, and to help them to do the same?

We intend to explain many things, we say, "when the children reach the 'age of discernment.'" I wish someone would tell me when that mythical age begins. Is the point marked by some milestone? Do boys and girls acquire wisdom overnight or **can** they be in-

oculated with it in so many shots? I think they are *born* discerning.

What baby does not know, inside of two weeks, which is more potent—its mother's will or its own wail? And what child cannot tell, in no time at all, a friendly atmosphere from a tense, strained one?

Our children often surprise us with the things they know and, more pitifully, with the things they should know but do not. Lack of frankness is everywhere about us, especially where children are concerned, and I wonder why, when we adults know that anything understood is much easier to bear. We know that no matter how complicated the problem, or how hopeless the situation, *anything* is easier if we only have the courage to face it. Teaching this to children is one of the first good things we can do for them; it is giving them one of life's really important gifts, equipping them for more than one battle, and comforting them for many a future loss.

It is becoming increasingly easy to be frank about sex. We know now that questions answered honestly, yet in a matter-of-fact way, do not provoke overcuriosity but have quite the opposite effect. To answer frankly some few questions is hard at first for parents not brought up in an open-minded way. But if we put out of our minds the fact that it is our boy or girl who is waiting for the answer and concentrate on the answer itself—the clearest, simplest way of putting the exact truth—all possible embarrassment vanishes and the next time it is much easier to do.

We fail to be frank (with ourselves as well as with our children) about values. We hold up a boy's poor grades as a matter of the greatest importance, forgetting that he is helpful and kind at home, always willing and cheerful. I wonder if this is not a matter of selfish pride? After all, is it a vital matter if Tom cannot remember the Latin word endings or extract square roots, provided only that he *tries*, that

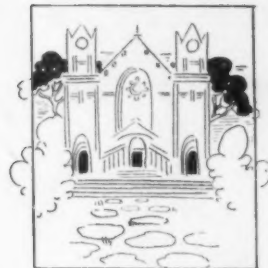
"Mama, did the stork bring the baby?"



Speaking

Revah Summersgill

Illustrations by
MARY C. HIGHSMITH



he does not shirk or cheat or develop undesirable attitudes toward school and home? We can't change his I.Q. one point by nagging. We may cause unhappiness and ill health that will lead to even poorer performance. Anyhow, why isn't a child's ability to spread happiness, to put persons at ease, perhaps to sing beautifully, as important to his life happiness as the language or mathematical aptitude he lacks?

Sometimes, purely from carelessness, we neglect to be frank about money matters. How foolish this is, when an understanding of family finances would make for reasonableness in our children's attitude, and more than that, for help! Children are always eager to cooperate where there is a real need and they are cheated when the opportunity is denied them.

Often, I am sure, only because of our own doubts, we allow our children to grow up without religious training. But we must not forget that children have doubts, too—our own troublous ones are no excuse. Indeed, a voicing of them usually starts profitable discussion. Children need to clarify in their minds the faiths of the ages. They need to remember that the unexplainable gives us pause, that the very mysteries we cannot solve are proofs of something, somewhere. I do not believe that we should have many smart-aleck young unbelievers if all children could feel free to talk over with their parents the doubt and dismay that are theirs. Or if they could all have understanding (and patient) science teachers to help them through their mental growing pains. High standards belong to anyone, and children are naturally strongly moral, believing in sacrifice and service and all beautiful things if only they are encouraged a little. It is one of the duties of parents to work with and for this spirit within children, and to make them conscious of inner strength. Call it moral snobbishness if you like; it does help to make them "quality con-

scious," to develop a feeling that we would not do thus and so—we would not stoop to unkindness to one of another race, to cheating in money exchange, to cruelty, or to any of the thousand and one little things below the level of courtesy and fairness.

Looming high among failures in frankness is our slowness in admitting our own mistakes. I do not mean that parents are not quick to realize their errors, to repent of them, to worry about them, and vow to make no more of that particular kind. But how seldom do we come right out with the words, "I was wrong about this or that. You were right." And how much it helps any often-criticized youngster to hear that very thing once in a while. If a boy's choice in the color of overcoat has proved to be more practical than the shade we favored, let's tell him so. We want to encourage him to

make good choices. If a girl's arrangement of the living-room furniture (or even her unruly hair) is good, or if her knowledge of anything, from the succession of English rulers to bus schedules, is better than ours, let's say so. We don't want, of course, to develop disagreeable little know-it-alls. But the danger is slight—children make many mistakes and are corrected and admonished often enough for "the good of their souls." It is quite as helpful, I believe, to appreciate them once in a while and when they are right, to tell them so.

WE attempt to cover up distressing home situations with the idea that we are "doing it for the children" when often our true reason is that we dislike to admit failure in one direction or another. Anyhow, children sense irritation and (Continued on page 34)



Family Tourist Camping -Unabridged

■ Alice Dougan Gass ■

THE first night on the road is not the pleasantest thing in the world. You suffer a physical vibration and persistent jiggle as if an earthquake were in progress in your inmost being. This temblor accompanies your walking progress on solid ground and your no-matter-how-determined sitting down. It goes patiently to rest with you and enlists the services of the bed in its cause, so that all night you rocket along at a dismaying speed. The roar which accompanies your nocturnal progress dwindles only with the actual whine of the high speed traffic on the highway outside.

You cannot help remembering with sympathy the poor fellow undergoing the brain operation in Benson's *Initiation*. He felt as if every nerve in his body trailed down off the bed onto the floor, to be stepped on by everyone who came into his room. Your own nerves extend further than that, and are variously assaulted by the other inmates of the camp all night long. These curious travelers come in early and late, and bang screen doors, and drop their suitcases on their own toes—and it serves them right, only they make too much fuss over it, by far. They push the beds hard against the paper walls of adjacent cabins; they get their supper with much clatter; their children eat popcorn audibly, with more rustling than seems possible from an ordinary paper bag. They drop bottles in the road before the cabins, and you think of your tires then, but forget about broken glass by morning.

THE chances are all against finding a good camp the first night. You probably will by the third. But the first night, your head rests on a sack of sawdust which smells uneasily of disinfectant. The spring clangs like a fire alarm every time you turn over. In your state of weariness of mind and body, you would like to turn often, but you shrink from waking the children, who have been up longer than usual and have finally got to sleep. You have to sleep with one child, because the two can never sleep together, and you are kicked regularly,

though in varying places, until you give way more and more and end precariously on the rail. Since the rail might conceivably double as a razor blade, you shove mightily and begin all over to push stray limbs back where they belong.

You try violently to sleep, knowing that with the first ray of light you must be off. This rule of the road is compulsory. If you try to ignore it you will be wakened by the other tourists who obey it, starting reluctant motors and slamming car doors heartily. All cars are sedans in the early dawn; some seem to have five or six doors each. Knowing these facts, you press your eyelids tightly together, resolved to sleep. You know that insomnia is neurotic, and that intelligence can banish it. You intelligently relax one muscle at a time. Your eyelids refuse to relax without trembling, though, and the inner earthquake, encouraged, shakes you from head to toe.

This is the time to remember all the last minute things you forgot to do at home. They rise up one at a time and taunt you, pointing out what a half-wit you are. Then you encounter each hazard of the day's travel. The huge trucks are twice as large as life, and three times as ferocious. The margin of safety vanishes completely. You remember fatal accidents

you have heard of, and statistics which paint things blacker than they are. Everything points to your being killed separately or *en masse* the next day. You hope for *en masse* at least. You wonder how near a town you will be when it happens. You consider country doctors. You try to plan a course of action for the survivors, if any, in their various combinations. You reach for your purse and write names and addresses in your address book on the first page in the dark, lest you forget in the morning. They are illegible in the morning, but you have forgotten about the hazards by then anyhow. But now they seem vivid and inevitable. You race agonizedly for the nearest hospital. Then you decide that you will sell the car and travel by train after this. You wonder how the tires are, and what if you break down twenty-five miles from a town with towing at a dollar a mile, repairs, extra.

YOU begin to think with envy of the prairie schooner. It had many advantages, really. What is the time, anyhow? Dyspeptics used to go over the Santa Fe trail for their health, and return cured. If they do it nowadays by fast car they are made worse at once. You wonder at your own foolhardiness in attempting such a trip, and decide that it serves you right.

You hear a scratching sound, and wonder at the security of the hook on the screen door. The flimsy window screens let in importunate mosquitoes who serenade and settle. You trust that they are the only insects in the room. The place looked fairly clean, but when you think about it you twitch and stealthily slap at various pricks, not daring to turn on the light. Even if you found a bug, you could hardly leave in the middle of the night. Besides, you never have found one, anywhere. But imagination stabs you in three places at once, and you might as well try to sleep on a pin-cushion.

Then you remember the black widow spiders, and recall that they abound in the prairies. They attack the sleeping with fatal results. You therefore try all the more furiously to sleep. It would be better to be bitten asleep than awake. You reflect that you ought to turn on the light and inspect your family, or possibly count your dead, but they give evidence of being re- (Continued on page 38)

THE CAT

by Dean Shaughnessy
(Aged nine)

I know a cat all black and white.
I often hear him yell at night.
And once upon a summer day
I saw him hunting in the hay
And then he crept into the house
And brought along a little mouse.

Grade 4
Kershaw School,
Chicago

Keeping Cool in Hot Weather

Margaret House Irwin

"When it is hot, let's erase the weather from our thoughts and put the emphasis upon adapting ourselves to the conditions we must endure."

MARK TWAIN is credited with having remarked, one time, "Everybody complains about the weather, but nobody ever does anything about it!" But we can do something, albeit only a little, to create an illusion of coolness even on the doggiest dog day.

I know of an artist, a man who loves horses, and loves to draw them. When he was a little boy he used to spend a great deal of time drawing pictures of his pony. Often he couldn't make one of the pony's legs look right. It would be too small, or too large, or something. He would erase it several times and try it again; but if he just couldn't make it fit the pony he would finally erase the pony and draw another to fit the offending leg. Thus, when it is hot, let's erase the weather from our thoughts and put the emphasis upon adapting ourselves to the conditions we must endure. After all, it can't last forever, and if we can weather the weather for a few days, maybe it will turn cool.

WHAT TO DO

What to do in hot weather? As little as possible, is the answer. When the thermometer gets near body temperature or above it, use your head and not your heels. And this goes for the children, too. Keep them out of the sun for a good part of the day, especially from ten o'clock in the morning until four in the afternoon. Get out some of the winter toys and

haul them down in the basement along with the porch furniture. Let Junior paint the basement walls with water. Get out the paper dolls and story books and let inactivity be the rule during the heat of the day.

Physical exertion makes the body fires burn faster and activity of any sort, even fussing and stewing about the weather, produces heat. The body is equipped with a heat-regulating mechanism that keeps the temperature at about ninety-eight degrees. To keep cool one must work *with* this mechanism and not against it. The evaporation of perspiration is one important means of cooling the body. Perspiration absorbs heat and as the



FROM RUTH ALEXANDER NICHOLS' "BABIES," MACMILLAN COMPANY.

"What to wear? As little as possible."

perspiration evaporates, body heat goes with it and thereby one is cooled. Your skin is your refrigerator, all right, so give it every opportunity to do its work. Take a lukewarm bath, and forget that you ever saw a towel. The evaporation of this additional water on the skin will make you feel like a movie theater—twenty degrees cooler inside. The time-honored custom of turning the hose on the youngsters has its basis in scientific fact. An electric fan makes you feel cooler because it keeps the air in motion and helps the perspiration to evaporate more quickly.

WHAT TO WEAR

Again the answer is, as little as possible—a sun suit for the runabout child and a diaper for the baby. Here again the

problem is that of assisting the body refrigerator to "sweat off the heat." Loose-fitting clothing of porous material is best for hot weather. Skirts are cooler than trousers but shorts are best of all. It is the men I feel sorry for with their collars and neckties, coats and long trousers. Do you suppose they will ever become sensible about their dress in summer-time? Will their conservative souls let them be comfortable, do you think? I wonder.

WHAT TO EAT AND WHAT TO DRINK

Certain foods produce more heat than others, just as coal burns with a

hotter flame than wood. These are the foods to avoid in hot weather, and luckily they are the very ones we don't seem to "hanker after" when it is hot: meats, rich gravy, fats, and heavy desserts. These foods are high in fuel value and are better in winter when the thermometer is below freezing than in the summer time. A leaner mixture and less fuel is the basic rule in hot weather for both men and motor cars. On the other hand, we must not forget those certain fundamental facts of good nutrition which obtain regardless of climate or season. Starvation is weakening in any kind of weather.

According to the scientists, cool but not frigid drinks are best because a very cold drink stimulates the body to produce heat. Also, very cold drinks taken with a meal tend to slow down digestion. Adults can probably use their own judgment in this matter but the children should be persuaded to get along with one or possibly two ice cubes at the very most.

Why is lemonade more thirst quenching than plain water? Here is the answer: Perspiration contains certain mineral salts and during the course of a hot day a considerable amount of salt is lost from the body. This must be made up in our food and drink. Lemon juice contains enough of these mineral salts to help replenish the loss from the body and therefore it is more satisfying than plain water. For the same reason, potato chips taste good in the hot weather.

SOME interesting experiments have been performed on coal miners who worked in an intensely hot underground pit in England. These men wore only shorts and boots and yet at the end of their shift they could actually pour the sweat from their boots. One man sweated eighteen pounds in the course of his day's work. Naturally they were exceedingly thirsty but they did not dare to drink more than a quart of water for if they did they would have appalling attacks of cramps. The physiology of the situation was this: because the salts of the blood were excreted in the perspiration, the blood became starved for salts. The tissue cells, of course, maintained their salt concentration and therefore water passed from the blood into the cells to even things up. As a consequence, the tissue cells became water-logged. Now, when this happened to cells in certain areas of the brain, the heat-regulating mechanism no longer functioned, the body became hotter and hotter, and heat sickness was the result. Nowadays the remedy for one who is overcome by heat is the injection into the blood of a relatively strong salt solution. This draws the

water from the sodden cells and restores them to their normal condition and function. And so, if you find yourself drinking more and more water some hot day and discover that this does not seem to quench your thirst, try adding a pinch of salt to a glass of water and see if it doesn't help. Maybe it is salt you need, not water.

The English make a drink of barley water and lemon juice that is a very good "thirst aid." Boil half a cup of barley in a quart of water, drain, and add the juice of two lemons. Add sugar and salt to taste, chill, and serve. Vegetable juices such as tomato juice and sauerkraut juice are refreshing largely because of the mineral salts they contain.

AND now, what to eat? It is difficult to think of food when it is hot but the children must eat and since their appe-

DREAMS

by Revah Summersgill

Fate has never flung a star
Higher than men's visions are,
And the tallest spire that gleams
Only points the way to dreams.

tites are lagging it is more important than ever that their meals be attractive and nourishing. Meals must be easily prepared, too, for Mother has no desire to be in a hot kitchen these days. So let's get our heads together and plan some cool cooking for Mother.

Why not try some all-on-one-plate dinners? Open a can of asparagus tips and wrap five or six of them in a slice of boiled ham and heat them under the broiler. Serve these with potato chips, sliced tomatoes, and deviled eggs. Put the bread and butter in the form of sandwiches and use watermelon or any fresh fruit for dessert. Such a meal can be prepared in no time and served in less. You might let everyone pick up his plate in the kitchen and carry it out to the back yard and eat it there for a change. The children will love this. Another easy meal for a lazy day is composed of creamed shrimp; toasted cheese sandwiches; a salad made of pineapple, tomatoes, and cottage cheese; and, for dessert, sliced peaches and cream. For digestion's sake it is well to serve one hot food at every meal, especially for the children. Entirely cold food seems to

weigh one down before the day is done. Clear bouillon with a spoonful of whipped cream on top is a grand starter for a summer meal that is to be made up mostly of cold foods.

SALADS are popular the year round, but in hot weather they are prime favorites. There is something cool and crisp—like a clean linen dress—about well-washed greens. In the summertime an abundance of fresh fruits and vegetables are available and that's what it takes, along with a little ingenuity, to make good salads. Older children can eat almost all salads but tiny tots should be given only the simple ones, shredded apples in lime flavored gelatin, for instance, or banana balls with lemon juice and sugar for dressing.

All children love to play with ice and, after all, who can blame them, for it is fascinating stuff, slick and cold, wet and elusive. I used to regret that modern children didn't have the fun of following the iceman for a block or two in the hope that he would have to chip a piece of ice and would have some small bits to hand out. When he was cross and ordered us away it was loads of fun to steal up and grab an ice chip while he was in someone's house delivering a piece of ice. But there are always substitutes for all these passing joys, for modern children seem to get a tremendous kick out of ice cubes, especially when they are dolled up in some way. A cube with a mint leaf frozen therein or grape juice frozen into cubes, or orange juice, are all relished as a special treat.

Overindulgence in ice cream, rich syrupy drinks, the contamination of food by flies, and spoilage due to heat, have always made children sick in hot weather. These are the things to guard against. Cleanliness and good refrigeration are essential for babies in the summer time. If you are planning to take the children with you on a vacation, if you are going camping or visiting a summer resort, inquire about the milk and water supply. Canned milk diluted with boiled water is easy to obtain and safe. If you are not positively certain that the drinking water is clean and wholesome, boil it rather than take any chances. It might be wisdom on your part and good preventive medicine to have the family immunized against typhoid before you start out. At least, talk it over with your doctor and follow his good advice.

With a little care and thought, summer can be the best time of the year with sunshine, freedom, happiness—a time when the whole family stores up health for the long, cold winter.

• THE ROBINSON FAMILY •

Tommy Tags Along

Marion L. Faegre

Illustration
ARTHUR JAMESON

"No child should be so burdened with a younger one that his liberty and freedom are curtailed."

IT was a heavy, sultry morning, and Nancy was lolling in the porch swing after her not very strenuous morning tasks. Tommy, sprawled out on the porch floor, was puzzling over the morning "funnies," appealing every now and then to Nancy to help him understand the pictures, since the balloons issuing from his favorite characters' mouths contained, as far as he went, only hieroglyphics.

"No, Tommy," explained Nancy rather impatiently, "they didn't throw her away in the garbage; the little girl hid in the ash can, that's all."

While Tommy, another question imminent, was attempting to reconcile this unusual behavior with other equally perplexing antics, Mrs. Robinson called Nancy.

"Helen's on the phone, dear. She wants you to come over and play paper-dolls."

"Oh, boy!" was all Nancy waited to say, as she flew to the telephone, and then upstairs to get her candy boxes full of carefully cut out and beautifully costumed dolls.

Helen lives at the other end of the block, and the children run back and forth frequently, so it was not strange that when Nancy rushed down the front steps and across the lawn, Tommy should go pelting after her.

But it was not Nancy's idea at all to have Little Brother pawing with his clumsy hands among the fragile paper-

dolls that she and Helen cherish. "Mother," she called, going back to the steps, "make Tommy come back, please! He's always tagging along, and monkeying with our things, and spoiling them. He doesn't know how to play paper-dolls, and he'll be sure to tear them. Why do I always have to have him following me wherever I go?"

As a matter of fact, this is far from being true, but to a child Nancy's age, the short weeks during which two of Tommy's young pals have been away in the country seem like months. If he hadn't an older sister, Tommy would probably play contentedly alone, but as it is, he feels lonesome and bored if he's not allowed to follow at Nancy's heels.

Luckily for Mrs. Robinson, his own playmates will soon return. Mothers are forever finding themselves in suddenly imposed predicaments like this one, where there are no precedents to go by. Will she encourage unselfishness in Nancy, if she urges her to let Tommy go with her to Helen's, and allow Tommy to "stick around" when Helen comes to play with Nancy? Or, will having the responsibility of Little Brother thrust upon her when she feels irked by it arouse resentment and irritability toward Tommy? Will the girls tend to "boss" Tommy so much that he would be better off at home?

There are a few general rules that should be kept in mind, with regard to the care of younger children in a family by the older ones. First of all, there is an idea that still has to be combatted in some quarters, that children with brothers and sisters do not need outside playmates. But children like to play with others who are near their own age, which isn't always possible in one's own family. And even in the early years, little boys like to play with other little boys, and girls with girls. It is also true that, within the family, older children usually seek to discipline the younger children and order them about. In studies of "only" children, it has been noted that they often show a superior degree of self-confidence and aggressiveness. Is this tied up with the fact that they are not eternally being "sat upon" by older brothers and sisters?

Another finding, relative to the birth order of children, is the interesting one that oldest children do not possess initiative and self-reliance in the degree that might be expected. Does this suggest that too much is expected of them, that we parents, inexperienced as we must be in handling the first child, tend to thrust too much responsibility upon (Continued on page 33)



"Mother, make Tommy come back, please. He's always tagging along."

Dr. Thomas W. Gosling
Second Vice-President



Mrs. John E. Hayes
First Vice-President



Mrs. J. K. Pettengill
President

The Place of the Home in the Community

**The Story of the Forty-First Annual Convention
of the National Congress of Parents and Teachers**

by Frances Ullmann

THE 1,531 fathers, mothers, and teachers who attended the Forty-First Annual Convention of the National Congress of Parents and Teachers, which was held in Richmond, Virginia, May 3-7, have carried home with them many inspirational and practical helps for the rearing and education of children, and for a closer cooperation between the home and the school. The work of the parent-teacher associations in the many communities which they represented will have a new impetus from the general sessions and conferences of this convention. Built around the theme, "The Place of the Home in the Community," the speakers and participants in discussions covered the wide range of subjects which naturally relate to it.

In opening the convention, Mrs. B. F. Langworthy, President of the

Congress, asked the question, "What is the place of the home in the community?" In part, her analysis of it is:

"It is the keystone of the arch, the support and, if we could only realize it, the controlling agency. It is the home that decides, consciously or unconsciously, what kind of government we shall have, what amusements, and what culture. Whatever is of value in the community, is there because the adults in the home desire it; whatever of unwholesomeness exists, does so with the tolerance or connivance of those same adults. . . .

"A community where the home functions as the ruling force will either refuse to receive or will abolish such forces for corruption as the tavern where young people may buy liquor, pool rooms or shops where slot machines and other forms of gambling

are permitted, 'soft drink parlors' with curtained booths, moving picture houses with low-grade pictures and 'bank nights'; but it will encourage and support such character-forming agencies as Scouts, Camp Fire Girls, Y.M.C.A. and Y.W.C.A. in all their adaptable forms, community houses where wholesome pleasures and culture are offered, and all other spiritual and cultural agencies. . . .

"If the home could discover its own power and realize the fact that there could be no hamlet, village, or city without homes, then it would begin to function as the arbiter and the mentor of the community, its supreme source of influence."

IN the celebration of the Fortieth Anniversary of the founding of the Congress, the tree planting was in

honor of Congress pioneers. The states were represented at the convention by their pioneers and the address at the tree planting, given by Judge Florence E. Allen of the United States Circuit Court of Appeals in Ohio, whose mother was one of the early workers in the Congress, was on the subject of our pioneers. Judge Allen challenged the Congress to cherish and nurture the courage, vigor and vision which characterized the founders of our nation and the pioneers of the National Congress. She called attention to the goals as expressed by our founders, to the fact that fundamental values are constant, that discrimination in growth is essential to retain these first principles and ideals in order to insure the adequate development of fine citizenship. She recognized the home as the institution of first rank, and in the training of children appealed for intelligent cooperation between home and school so that education in the home and education in the school might produce citizens of high integrity and strong character. She appealed for the aggressive interest of men and women in community affairs so that "government of the politicians, by the politicians, and for the politicians" might be replaced by "government of the people, by the people, and for the people." She emphatically stated that she believes no child truly educated who does not know the Declaration of Independence, the Bill of Rights, at least parts of the Constitution, and the terms of the multilateral peace treaty. She repeatedly stressed the need of combining the strength of the home and the school in a program that would

recognize both positive and negative values and would build constructively for strong social and moral fiber as well as for academic values. She stated that the National Congress offered the potentialities for a most significant contribution in this whole picture of democratic planning, that this great folk movement would not only bring educational growth to high peaks of development but that it would also be a significant factor in bringing about world peace.

In his address Sunday evening, Dr. W. Taliaferro Thompson, of Union Theological Seminary, stressed the needs of youth which religion must furnish today if it is really to take a fundamental part in the life of young people.

HOME, SCHOOL, AND COMMUNITY

At the first general session on Monday morning, Dr. John W. Studebaker, United States Commissioner of Education, spoke on how "Home and School Unite for Finer Community Life." Dr. Studebaker pointed out that "if the finer community life is to be created through democratic processes, the home and school must unite in creating and sustaining an educational system which will serve that end." Developing this theme, he said:

"Ideals and principles are not preserved without effort. If we have succeeded in keeping free from the conflicts that we deplore in other countries; if we have preserved the appreciations and understandings among home, school, and community so essential to a well-balanced development of our children and youth—the primary interests of us all—we must acknowledge indebtedness for these desirable outcomes in large part to the efforts of such voluntary organizations as the Congress of Parents and Teachers. Indeed, your organization goes much farther than merely fostering ideals and attitudes. It makes of education a *common problem* of home, school, and community. . . .

"Our schools are far from operating as effectively and as successfully as they could in the light of modern knowledge. In order to improve and vitalize education there must be a broader and clearer understanding of the purposes and procedures of education for a finer community life.

"Parents must be brought to a new view of education—one which is consistent with the facts of our day and generation. Children and young people are harassed by this question: 'What are you studying to be?' Too frequently the problem of vocational adjustment is approached by older people without much appreciation of the modern vocational situation. It is

indeed a narrow view which assumes that schools are alone concerned with teaching people what they must know in order to make a living, or in order to rise in the business and financial world.

"In my opinion, vocational guidance ought to be stressed even more than vocational education, important as the latter is. The education for most vocations is relatively easy compared to the task of finding one's work in this day of baffling complexities. Certainly children and young people ought to be given guidance at various stages in their educational experience which will help them to explore intelligently the various vocational fields. If we could offer as a regular part of public education a thoroughgoing vocational guidance service for young people and parents, we might relegate this job-preparation question to its proper place in the thinking of people generally. Such a service in the hands of competent people would make a great contribution to the finer community life by helping children and parents to face this question of vocational choice and preparation with intelligence. . . .

"The kind of home in which the parents fail to appreciate or understand the purposes and procedures of the school obstructs the progress of the child. If the parent fails to see the point of his child's study, it is probable that the child will not give his study his best effort. Moreover, as children begin to acquire an interest in the community and current affairs, the home as well as the school must nurture and stimulate this interest. The education process must not stop—and



Mrs. Warren L. Mabrey
Secretary



Dr. W. T. Sanger
Treasurer

in fact it does not stop—with the dismissal bell. Some children leave the learning process at school and find a welcome environment at home in which to continue their inquiries. Others go to homes where there is little interest in and no knowledge of their school work or their ideas. In the first instance the child is given the incentive of home appreciation and moves forward rapidly as a result of the intelligent cooperation of teacher-guides and parent-guides. In the latter case, the child is retarded in his learning experience. The lack of appreciation or understanding of his full-time work by those whose interest is most important to him dampens his ardor for study. The child in such a home looks forward to the time when he can spend his life at something that will interest his parents. Or perhaps, he develops a superiority complex and seeks appreciation of his work and thoughts outside his home.

"Most parents show an interest in the school work of their children, but the interest is often, unfortunately, at the wrong point. The parents are proud of John when he brings home a report card filled with good marks. They insist that he shall apply himself to his books and make a good record. But I am emphasizing a different kind of interest. The growing child who is spending a large part of his time in school discovering the world and its fascinating history, delving into problems in various fields of learning, and experiencing associative living wants to find an interest and understanding at home which will invite him to *participate in the home circle* by sharing his thoughts and experiences.

"Finer community life depends upon citizenship. People must learn the techniques of cooperation and self-government—the way of getting things done together. They must also learn how to discuss and study controversial questions in order to arrive at an understanding of social problems.

"The school program with respect to these two objectives cannot get very much ahead of home practice. Therefore, it seems to me a most important phase of parent-teacher work to create a joint study of the educational program from the standpoint of its social value.

"But I do not believe that the whole responsibility should rest upon the parent-teacher organizations. I am convinced from a long experience in school administration that we have need for well-supported programs of adult edu-



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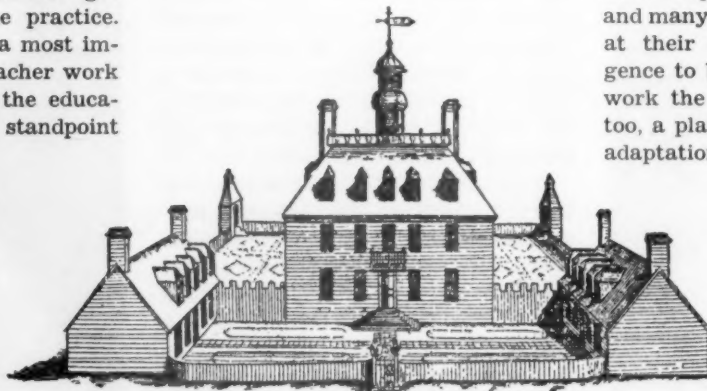
cation. . . . Dinner-table forums can be stimulated and fed by public forums. The tolerance we need and want for a finer community life must be nurtured among the adults, through their attitudes and practices. The sharing of ideas in open discussion, if carried on continuously in an organized way, will develop such tolerance and respect for different opinion. . . .

"It is my expectation that greater things are going to be done by the next generation than were done by ours. If that expectation is valid, we ought to unite home and school in providing an educational program which will be in line with our expectations. Because this new generation is going to accomplish more in building a finer community life than we have achieved, we will do well to train them to be critical of our blueprints, to *encourage* them to seek improvements. The law of life is change. And yet, how we struggle against it! How we try to hold the future to the precepts of the present!"

Dr. Studebaker's address was followed by a symposium in which the chairmen of the committees in the Departments of Education and Home Service participated, led by the head of the Department of Home Service.

THE LITERATE COMMUNITY

On Monday evening, following delightful music by a men's sextet from



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Hampton Institute, Dr. Forrest E. Long, Professor of Education at New York University, gave a most stimulating talk on "What Is a Literate Community?" Dr. Long propounded six tests of community literacy, elaborating on them, in part, as follows:

"The first item in our test for a literate community is: Does it insist upon an open door for the entrance of new ideas? In other words, does the community have an open mind, does it demonstrate a spirit of suspended judgment? The illiterate community is one that is convinced that it already has all the answers.

"Many American communities have become concerned over the spread of various types of political organization and political ideas. For example, the city of Washington, D. C., has been attempting to combat Communism by the method of enforced ignoring of Communism in the schools. School-teachers were forbidden to 'teach Communism' and as a result it is probably true that no children anywhere in the country know as much about Communism as do the Washington, D. C., pupils. Knowledge is not good or bad—it is true or false.

"Today many communities object to the peace activities carried on by the young people in their midst. Often the adults say that these young people are not old enough to know what they are doing. I say to you that if they are old enough to go to war they are old enough to use all legitimate means to preserve national and world peace. I, for one, pray that they may be successful. . . .

"The second item in our test for a literate community is: Does it plan?

"One of the easily recognizable differences between man and the lower animals is that man has the ability to plan for the future and to plan in unique ways. Animals plan, but they follow the patterns that their progenitors have used for countless ages. A community can drift just as surely as an individual and it may waste its resources in the same prodigal manner. But planning requires intelligence and many communities just don't have at their command sufficient intelligence to build an adequate plan or to work the plan once it is built. Then, too, a plan is likely to call for certain adaptations in the prevailing pattern and these adaptations are almost certain to affect the assumed or actual 'rights' of some. If the plan progresses, so many 'rights' may be infringed upon that the block of opponents may become strong enough to nullify its provisions. Many

American communities have prominent citizens who are rightly known chiefly because they are 'against' almost everything.

"The third item in my test is closely related to the first one but there is sufficient difference to justify a separate listing. Is the community growing intellectually?

"It is rather difficult to interpret the statistics that are available but we do know that many American communities do not have libraries. More deplorable still is the fact that a very large percentage of our communities have libraries that are not adequately supported. I believe that any community that has enjoyed any considerable intellectual growth, will have an adequately supported community library. In the most remote village or town of Russia today one finds a school and a library, if not a museum.

"I believe that the intellectual caliber of a community can be tested fairly well by considering the type of newspaper to which it gives its support. Never believe for a moment that newspapers do not react to public pressure. . . .

"The fourth item in my test for community literacy is: Does the community provide adequate physical and social accommodations for all its members, old as well as young?

"Good farmers long ago discovered the advantages in housing live stock adequately. A literate community will recognize the value of adequate housing for its children and adults. In the abstract, I believe that America is committed to the idea of adequate housing. But when we begin to discuss the houses on the other side of town we are up against another proposition. We do want slums cleared away but too often we want them cleared away in New York or Chicago or any other distant city. The really literate community will recognize that filth and unsanitary living conditions across the tracks are a reflection of the civic and social pride of the entire community. Truly we are our brothers' keepers.

"Under this fourth item of the adequacy of physical and social conditions, I want to include such factors as recreation, safety, and aesthetic fitness.

"Many American communities have never taken the trouble to provide play space for their young, not to mention the adults. We have bemoaned the prevalence of pool-hall loafing and back alley crap shooting but we have had little success in combating these cesspools of crime by wishful thinking. It costs money to provide all our people with recreative facilities. Warden Lawes has stated that failure to supervise the spare time of young people is

one of the most notable causes of crime. Even though recreative facilities and supervised play cost money, it is more than likely that we shall have to pay anyway, either as a toll to crime or as crime prevention. Since our own boys and girls are the ones we are protecting, the literate community can scarcely fail to favor crime prevention. Actually, it may be much cheaper in dollars and cents.

"In providing adequate physical conditions the literate community will provide all possible safety devices. We suffer a tremendous loss each year through traffic accidents alone. The National Safety Council reported an increase of 26 per cent in traffic fatalities during the first quarter of 1937. Without doubt the regulation of traffic without fear or favor would do much to reduce traffic fatalities. . . .

"The fifth item in our test for a literate community is: Does it have a genuine concern over local, state, and national affairs?

"A literate community is too wise to sit complacently while graft and corruption dominate its local government. American cities have demonstrated many times that a reform government can be elected but once elected, the aroused citizenry settle down to a complacent acceptance of a job well done—and the politicians again take over the place. This is a sure sign of illiteracy and can be overcome only through watchful organization and tenacious zeal.

"The literate community that is concerned over local, state, and national affairs, votes. When an average of only one out of ten citizens take the trouble to register their opinions at the polls we may conclude that such a community is stupid.

"The sixth and final item in our test of community literacy is as follows: Has this community a wholesome interest in its schools?

"A rather surprising and regrettable state of affairs has developed when such a large percentage of principals and teachers resent the proffered cooperation of patrons in the affairs of the school. I have been informed, for instance, that half of the principals of the high schools prefer to have no parent-teacher association. Of course, I believe that they are wrong but there is some justification. True it is that many school staffs have not furnished the proper type of P.T.A. leadership, but in many illiterate communities even good leadership might not be appreciated.

"Probably the chief source of conflict comes when parents assume that they know as much about the technical problems of education as the professional staff. And it is equally true that

many patrons actually do know more, but whether they do or not, the assumption of such knowledge on the part of parents is almost certain to lead to misunderstanding. On the other hand, we may be sure that if any considerable number of parents of pupils in any school system know more about education than the professional staff, then these same parents are sadly lacking in qualities of leadership or else they would have thrown their influence behind the employment of competent school people. In other words, if any considerable number of patrons know more about education than the professional staff, the professional staff is incompetent. . . .

"If you would build a literate community you will give your support to a program of education that promotes the healthy and stimulating growth of young people. Every intelligent school official will welcome such support."

THE HOME AND COMMUNITY HEALTH

The problem of "The Health of the Community" was taken up at the Tuesday morning session in an address by Dr. Thomas H. Parran, Jr., Surgeon General of the United States, followed by a symposium in which the participants were the chairmen of the committees on Membership, Child Hygiene, Rural Service, Summer Round-Up, National Parent-Teacher Magazine, Legislation, and Founders Day, led by the heads of the Departments of Extension and of Health. Dr. Parran pointed out that "the potential strength of our community is our children; the major concern of our family is our children. Therefore, promoting the health of our children, whether as individuals, as parents, or as citizens, is a matter inextricably tied up with the community in which we live. . . .

"It should be very clearly pointed out," Dr. Parran went on to say, "that there can be no such thing as a sound child health program apart from a program of family or community health. The child is simply one member of the family. He must be protected against acute communicable diseases: against impure water, unsafe milk, flies, malaria-bearing mosquitoes; against tuberculosis and syphilis; against malnutrition and other conditions which impair health. All of these duties are functions of a general community health program, without access to which child health is unthinkable. The first step in a child health program, therefore, is to secure a local health organization equipped to furnish all these services. Upon this foundation only can a rational plan of child health protection be built. There is no short cut to the desired goal.

Given the facilities for the protection of community health, child health protection is in a large measure thereby assured. Such special attention as may be given to child health should be supplemental to and not in lieu of a general health service. . . .

"The foundation of any public health program is public health education. The people must have an intelligent understanding of the plan and purpose to be carried out. Every means at our disposal—the press, the radio, the lecture platform, movie shows, public health literature, instruction courses, demonstration projects, and every other proper method—is utilized to this end by a modern local health unit. Such public health instruction as is included in the school curricula should be closely coordinated with and guided by competent health forces to insure proper content. . . .

"What can the parent-teacher associations do to accomplish some of the objectives for better child health?

"*First.* See that your child is well born—that you have good prenatal obstetrical care, that your child is free from the germs of syphilis.

"*Second.* Secure expert medical advice and guidance in the care and feeding of your baby.

"*Third.* Protect him against diphtheria and smallpox. There are simple methods of immunizing against these diseases.

"*Fourth.* Start your child to school in good health. The Summer Round-Up is a good form of health insurance.

"*Fifth.* Insist upon a good school medical, nursing, and health teaching program, so that mental and physical development will go hand in hand.

"*Sixth.* Help promote in your community a health service which will supplement your individual efforts and provide for the whole community a higher standard of good health.

"If these points are covered thoroughly; if you, as actively interested members of the parent-teacher association concentrate on the adoption of child health methods as an interlocking community and personal problem—the health of your family and your community will show a climbing trend on one and the same arc."

YOUTH AND THE COMMUNITY

In discussing "Youth in a Modern Community" at the Wednesday morning session, the head of the Department of Public Welfare presiding, Dr. Homer P. Rainey, director of the American Youth Commission, pointed out that "the youth problem today is essentially a community problem."

"American youth," said Dr. Rainey, "are facing a perplexing situation. Two millions of them reach the age of em-

ployment each year, but a large percentage of them cannot find employment. Two millions of them also reach the age of marriageability, and most of them are wholly unprepared to assume this fundamental social relationship. Seventy-five per cent of modern youth gets no guidance of any sort worthy of the name. There is no relationship between their training and the types of job they enter.

"There is a steady widening gap between the completion of their school experience and the beginning of employment. There is a lengthening of the period of dependency. They are facing a world of more leisure, without adequate preparation for an effective use of their leisure time, and they live in communities almost wholly unequipped to provide adequate recreational facilities and leadership for them. Parents are confused and in most instances are helpless to deal with the problems confronting their own youth.

"It is evident, therefore, that we are facing a youth problem of serious proportions, and that society's programs for inducting its youth into citizenship and employment are not meeting the needs.

"This is a problem which calls for contributions from every social agency. It is a mutual responsibility for federal, state, and local governmental units, and for all other agencies equipped to serve the needs of youth. It is, however, essentially and peculiarly a community problem. Individual communities throughout the nation should study their own youth problem, evaluate the agencies and facilities which they have for meeting their problems, and seek to revise their programs to meet the new demands."

Dr. Rainey's talk was followed by a discussion, led by Dr. William H. Bristow, General Secretary of the Congress, and participated in by Dr. Rainey, the head of the Department of Public Welfare, and the chairmen of the committees on Parent Education, Recreation, Library Service, Rural Service, and Safety. The discussion brought out the fact that one reason why youth lacks a sense of responsibility is because we guide young people too long, and that it is necessary to train these young people for leadership. The point was made that 90 per cent of all workers in the United States can be trained for specific jobs in less than six months, and therefore the unemployment situation is directly related to education. It was said that it is as necessary to give youth emotional guidance as it is to give vocational guidance. One speaker pointed out that "the history of human progress is not written in terms of battles or bank balances, or even

strings of college degrees. It is written by the people who face each new day squarely and with high courage and a deep sense of spiritual values, do the things they have to do—and a little bit more."

Following the discussion, the Student Demonstration Council Meeting gave a picture of the work of the Student Cooperative Association School Council, the junior organization of the Cooperative Education Association, Virginia Branch of the National Congress of Parents and Teachers. The children who participated were pupils from Brook Hill Elementary School in Henrico County. The purpose of this organization is to give girls and boys a broader and richer opportunity for training in citizenship and to offer to teachers and pupils a student organization through which all student activities may be promoted. The Student Cooperative Association ties up into one organization the different pupil interests and activities such as Boy and Girl Scouts, 4-H Clubs, Glee Clubs, Orchestras, Junior Red Cross, etc.

PIONEERING TODAY

Wednesday evening the delegates listened to an address by Ruth De Young, director of the Woman's Congress and Women's Editor for the *Chicago Tribune*, on "Pioneering in a Community."

"Each one of us has the responsibility to uphold the best our forefathers have given us," said Miss De Young, "and at the same time to blaze the trail ahead with their same vision and courage. In these turbulent days of strike hysteria and floods, at this time when a throne has changed hands for the love of a woman and democracies are fraught by dictators, the responsibility surely has not lessened. . . .

"Life has taken a pace that we never dreamed of a generation ago. It is not only a matter of getting the morning newspaper on the street before dinner, of radio circling the globe in one seventh of a second, of an airplane crossing the continent in six hours, of labor-saving arrangements giving us speed beyond belief twenty or thirty years back. It is the fact that a killing pace is dashing us headlong—where, we are not quite sure.

"Here, then, is the pioneering job that faces America today. It is a need for using these modern gifts to the best advantage possible, without making them the end of life. It is the need for a balance wheel in every community in this country—the need for leadership—the same sturdy stuff that made the early pioneers.

"By virtue of your record of achievement, well known to me as a newspaper woman—you parents and teach-

ers are the leaders to take hold of this job in every community in America. There are homes and there is a little red schoolhouse at every crossroads that may be called an American community. Well you may ask, however, 'What is the practical program for today's pioneers?' It is difficult to give a general answer for every community has its own problems and its own needs.

"First of all, I should ask you or any civic-minded person or group, 'How well do you know your home town? Have you ever made a survey of it?' Few citizens really know very much about the community in which they live.

"Then again how many of us really know very much about the government of our local community? We freely exercise the American prerogative to criticize but how much do we actually do to improve conditions? The trouble is that many women are more concerned today with the color of their nail polish than with the character of their public servants.

"When it comes to health, do you or your friends know the real conditions in the slum areas of your town or city? Have you ever studied how such conditions might be alleviated or prevented? No doubt one of the most encouraging movements that has gripped this country in a long time is the present drive for cancer control. Similarly the movement for the treatment and eradication of the venereal diseases is to be highly commended.

"And what of recreation? During the period of post-war prosperity many Americans got nowhere except to mental hospitals. Tense, exciting, exhausting, expensive pleasures were the fashion. People had expense regardless of pleasure. Adversity has its uses. At the bottom of the depression there were more arts and crafts, more dramatics, and more opportunities exercised for the right use of leisure than at the top of the boom. It is amazing what interesting sights people saw when they took their eye off the speedometer.

"Then be it for the safeguard of this American democracy or in your immediate communities for clean politics, for city plans, for better homes, for crime control, or for more general educational facilities, determine upon a practical plan of action and persistently push it to its goal."

FURTHER EVENTS

The Thursday morning session was devoted to business. Thursday evening Dr. Eduard C. Lindeman, professor of social philosophy at the New York School of Social Work, and director of the Recreation Project of the Works

Progress Administration, spoke on "Modern Trends and Developments in Community Recreation." Dr. Lindeman told the delegates that what is needed to resist the pressure of the present-day tempo of living is a kind of recreation that will bring calm and content instead of excitement. He advocated parks where people may go and walk by themselves, rooms set aside in various areas where they may be in peace and quiet. "There has been entirely too much recreation tending toward excitement and thrills," he said, "and little thought for relaxation. We must begin to realize that the time has come to curb the fast tempo of living."

Dr. Lindeman's talk was followed by demonstrations of folk dancing and of family play nights, in all of which the delegates participated enthusiastically.

Throughout the convention the pioneers play a large and important part in the proceedings; the fortieth anniversary celebration was both enjoyable and inspiring. The pioneers were guests of honor at the banquet on Tuesday evening, following which there was a reception when the delegates greeted each pioneer personally, and they took part in an impressive ceremony at the Wednesday evening session, following the talk by Ruth De Young. They were the loved and honored guests of numerous other, more informal functions.

At the banquet, which was attended by 1,420, Douglas S. Freeman, editor of the *Richmond News Leader*, spoke on "The Cradle of Our National Community." Dr. Freeman spoke particularly of early days in Virginia. He cautioned against the American habit of remembering only the glamorous, bright, and romantic side of history. "I think we should see the gray side of life as well as the blue," he said. "It is one of the tragedies of mankind that we are disposed to forget the ugly realities of life and remember only the beautiful. . . . After thirty years we generally remember only the glamorous, heroic acts of war. We can hear the bands playing but we cannot hear the soldiers groaning."

Board members, pioneers, delegates enjoyed a tea given by the Richmond Council at the home of Dr. W. T. Sanger, President of the Virginia branch, Sunday afternoon. Monday afternoon Governor George C. Peery of Virginia and Mrs. Peery received delegates to the convention at the Governor's Mansion.

One of the most enjoyable features of the convention was the trip to Williamsburg, Jamestown, and Yorktown which was made on Friday, May 7. Several hundred delegates made the pilgrimage to these historic places.

From the ruins of the first permanent English settlement in the United States, at Jamestown, the old buildings at Yorktown where occurred the siege which ended the American Revolution, and the restored Colonial capital of Virginia at Williamsburg, the visitors took home with them much that was beautiful and inspiring.

HIGH LIGHTS OF CONVENTION BUSINESS

New officers elected at the convention, and installed by the retiring president at the Thursday evening session, are as follows:

President—Mrs. J. K. Pettengill, Detroit, Michigan.

Secretary—Mrs. Warren L. Mabrey, Cape Girardeau, Missouri.

Treasurer—Dr. William T. Sanger, Richmond, Virginia.

1st Vice-President—Mrs. John E. Hayes, Twin Falls, Idaho.

2nd Vice-President—Dr. Thomas W. Gosling, Washington, D. C.

Vice-Presidents from Regions:

Region I—Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Delaware.

Mrs. Simon S. Lapham, Providence, Rhode Island.

Region II—Pennsylvania, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, Kentucky. Mrs. James Sheehan, Danville, Kentucky.

Region III—South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee.

Mrs. James Fitts Hill, Montgomery, Alabama.

Region IV—Ohio, Indiana, Illinois, Wisconsin, Michigan, Iowa.

Mrs. W. A. Hastings, Madison, Wisconsin.

Region V—Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Missouri.

Mrs. Chris Hirning, Mitchell, South Dakota.

Region VI—Arkansas, Louisiana, Texas, Oklahoma.

Mrs. Lawrence A. Mailhes, Shreveport, Louisiana.

Region VII—Washington, Oregon, Montana, Idaho, Wyoming.

Mrs. William Kletzer, Portland, Oregon.

Region VIII—Utah, Colorado, Arizona, New Mexico, California, Nevada, Hawaii.

Mrs. C. H. Turner, Redondo Beach, California.

At the post-convention meeting of the Board of Managers, Dr. Ada Hart Arlitt, of Cincinnati, Ohio; J. W. Faust, of New York City; and Dr. William McKinley Robinson, of Kalamazoo, Michigan, were elected mem-

Mrs. Simon S. Lapham
*Vice-President,
Region I*



Mrs. William Kletzer
*Vice-President,
Region VII*



Mrs. W. A. Hastings
*Vice-President,
Region IV*



Mrs. James Fitts Hill
*Vice-President,
Region III*

Mrs. Lawrence A. Mailhes
Vice-President, Region VI



Mrs. C. H. Turner
Vice-President, Region VIII



Mrs. Chris Hirning
Vice-President, Region V

Mrs. J. G. Sheehan
Vice-President, Region II

bers-at-large of the Executive Committee.

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President Roosevelt sent the following message to delegates to the convention:

"Again it gives me pleasure to congratulate the National Congress of Parents and Teachers on the progress of its work in the interest of parents and boys and girls of the Nation. I regard the children as a most precious asset of the Nation and I urge you to redouble your efforts to surround them with every safeguard possible in the home, the school, and the community. I am glad to give my hearty endorsement to the movement of cooperation between parents and teachers, and I wish you all success in the development of your work."

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States which had full quotas of delegates at the convention were Connecticut, Delaware, Maryland, North Carolina, Virginia, and the District of Columbia.

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The membership banner was awarded to the Florida Congress for a gain of 7,532, or 51 per cent, as based on state population. Hawaii was second with 1,798 new members, a 48 per cent advance, figured on population.

Forty-three states, the District of Columbia, and Hawaii reported higher memberships for the 1936-37 term, carrying the total membership of the National Congress well over the two million mark. Total P.T.A. membership for 1936-37 now stands at 2,056,777, a gain of 179,606 over last year's total.

Illinois came through with the largest actual number of new memberships, announcing a gain of 18,479 in that state for the past year. Ohio was second with 13,933; Pennsylvania, third, with 9,755; Tennessee, fourth, with 9,625; Indiana, fifth, with 8,674; and West Virginia, sixth, with 8,407.

Maryland parent-teacher membership was more than doubled during 1936-37, moving up from 3,723 to 8,046 during the twelve-month period, a unique record as based on percentage of former membership.

California still leads all the other states in point of number of members, with a total of 221,989.

• • •

First places in the nine classes of states competing for the awards in the NATIONAL PARENT-TEACHER magazine contest sponsored during the past year were won by Illinois, New Jer-

sey, Washington, Kansas, Wisconsin, Oklahoma, Rhode Island, Montana, and Wyoming.

All subscription awards for the 1936-37 campaign were based on percentage of subscribers in proportion to memberships as of April 15, 1936, with the states divided into nine classes according to membership.

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The awards which were presented to state branches at the convention at Richmond were:

Largest Percentage of Local Units Carrying Through the 1936 Campaign.

*CLASS A	New Jersey	69%
*CLASS B	Iowa	75%
*CLASS C	Indiana	66%
*CLASS D	Wisconsin	73%
*CLASS E	Montana	63%
*CLASS F	District of Columbia	80%

Largest percentage of Children Immunized Against Diphtheria in the 1936 Campaign

CLASS A	Texas	42%
CLASS B	Tennessee	50%
CLASS C	Georgia	71%
CLASS D	Virginia	58%
CLASS E	Louisiana	64%
CLASS F	New Mexico	77%

Largest Percentage of Children Vaccinated Against Smallpox in the 1936 Campaign.

CLASS A	Pennsylvania	67%
CLASS B	North Carolina	69%
CLASS C	Georgia	75%
CLASS D	Virginia	93%
CLASS E	South Carolina	88%
CLASS F	District of Columbia	98%

Largest Percentage of Children Obtaining Medical Care who Were Found to Be in Need of Such Medical Care in the 1936 Campaign.

CLASS A	California	44%
CLASS B	Minnesota	44%
CLASS C	Washington	52%
CLASS D	Colorado	53%
CLASS E	Louisiana	57%
CLASS F	Mississippi	56%

Largest Percentage of Children Obtaining Dental Care who Were Found to Be in Need of Such Dental Care in the 1936 Campaign.

CLASS A	Texas	46%
CLASS B	Iowa	55%
CLASS C	Washington	60%
CLASS D	Colorado	56%
CLASS E	South Carolina	58%
CLASS F	New Mexico	100%

*CLASS A—Branches having over 300 units registered.

*CLASS B—Branches having between 200 and 300 units registered.

*CLASS C—Branches having between 150 and 200 units registered.

*CLASS D—Branches having between 100 and 150 units registered.

*CLASS E—Branches having between 50 and 100 units registered.

*CLASS F—Branches having less than 50 units registered.

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Officers for the coming year were elected by the State Presidents Conference as follows:

Chairman—Mrs. L. W. Hughes, Arlington, Tennessee.

Vice-Chairman—Mrs. J. W. Snyder, Fargo, North Dakota.

Secretary-Treasurer—Mrs. Albert L. Smith, Winfield, Louisiana.

Officers of the National Chairmen's Conference are:

Chairman—Dr. William McKinley Robinson, Kalamazoo, Michigan.

Secretary—B. H. Darrow, Columbus, Ohio.

The following new chairmen of National committees were elected:

Congress Publications—Mrs. Fred M. Raymond, Grand Rapids, Michigan.

Exceptional Child—John E. Anderson, Director, Institute of Child Welfare, University of Minnesota, Minneapolis, Minnesota.

Founders Day—Mrs. Percy F. Powell, Lincoln, Nebraska.

International Relations—Mrs. Francis S. Blake, Albion, New York.

Juvenile Protection—Mrs. Scott Wood, Hot Springs, Arkansas.

Mental Hygiene—Evelyn Eastman, Dallas, Texas.

Music—Grace Van Dyke Moore, Women's College, University of North Carolina, Greensboro, North Carolina.

Social Hygiene—Aimee Zillmer, State Department of Health, Madison, Wisconsin.

Chairmen of all the other standing committees were reelected, with the exception of the committees on Budget and Trustees of the Endowment Fund, which have been dropped as standing committees of the Congress, and made committees of the Board of Managers.

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It is, of course, impossible to give a comprehensive report of the convention in this limited space. Within a short time, however, the complete *Proceedings* will be available from the office of the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. The editor wishes to express her appreciation for the use of some of the material in the above report, which was taken from the *Convention News*, which was published daily during the convention under the editorship of Clarice Wade, Publicity Secretary for the Congress.

Some Unfinished Tasks in Child Protection

WHEN on April 8 the friends of the Children's Bureau celebrated its twenty-fifth anniversary, some of the major present issues in child protection were outlined upon the background of a quarter century of fact-finding, publication, and cooperative endeavor. The National Congress of Parents and Teachers, and state and local parent-teacher associations, have been intelligent and effective co-operators throughout the years. They are in a position to continue to render invaluable service in promoting the health and the economic and social welfare, as well as in improving the home and school life, of the child.

The tasks which await are calling for immediate solution and cannot be postponed if we are to give today's children the opportunities which will determine to a large extent their ability to meet the demands of the present and to develop those strengths of body, mind, and spirit which will enable them to live vigorously, intelligently, and courageously in the critical years ahead.

Parents, educators, child guidance experts, and social workers find in conditions surrounding the earliest years of childhood the most important determining factors in adolescent and adult life. Bodily or mental ill health, frustrated or rebellious personalities, economic inadequacy, truancy, delinquency, and crime usually have their source in untoward circumstances surrounding the developing life of the little child.

The Summer Round-Up of the Children, sponsored for so many years by the National Congress of Parents and Teachers, constitutes a valuable resource in the community-wide child health programs promoted through federal and state efforts under the Social Security Act. Parent-teacher associations interested in school medical inspection and school nursing should see to it that these activities take their proportionate place in the entire child health program as a whole, which should include year-round efforts to safeguard the health

of children below school age.

Pushing beyond the preschool period, or even the period of infancy, we find that a child's right to healthy birth is seriously jeopardized if facilities for good maternity care are lacking. Julia Lathrop pointed out twenty years ago that the problem of providing medical and nursing care for mothers living in remote places "is an old need, but a new practical question, and it will not be solved until many people can be made to see that a way to provide the required care is possible in every part of our country."

Comprehensive programs of maternal and child health are being carried on in fifty-one states and territories under the Social Security Act, but more adequate resources for medical and nursing care at delivery and throughout the antepartum and postpartum periods must be developed if the lives and health of mothers and newborn infants are to be safeguarded.

The 1937 campaign for ratification of the Child Labor Amendment, which at the date of writing has attained one-third of its objective (twelve ratifications needed, four obtained), has made the question of federal responsibility for protection of working children a major issue. Although it is not likely that final success will be attained this year, the character of the support which the amendment has commanded is a guarantee of continuing strenuous effort to complete ratification at the earliest possible date.

The security and welfare of children depend not alone upon the intelligence, economic resources, and devotion of parents and educators, but also upon the foresight, integrity, and ability of lawmakers, public officials, and administrators of privately supported organizations. It is these leaders, and the citizens whose representatives they are, who determine the extent to which America will succeed in creating conditions of community life in which security and opportunity for children will be cherished as the central objective of economic and social organization.—KATHARINE F. LENROOT.

In the preceding editorial the Chief of the Children's Bureau points out an important danger for all of us who are sincerely interested in child welfare.

Americans have a bad habit of feeling satisfied with half-way measures; if we begin a good thing, we are quite likely to feel that the work is well started, and that we can go on to something else. Consequently our work is often lacking in thoroughness, for we are an impatient people, and eager to get on to the next thing. For instance, in the National Congress, we are proud of our Summer Round-Up, because we realize its magnificent potentialities. But we should realize that no matter how many thousands of children are on our lists as having been examined, the number of actual cures drops startlingly. We should not be content with this effort until every child who shows remediable defects in the spring, shows also a cure in the fall.

Another point at which Miss Lenroot hints is an increased vigilance in regard to prenatal and natal care of mothers. This has always been one of our official interests, and this magazine will soon present some articles on this subject. Such subjects as the cure of diseases in the mother affecting the unborn child, of preparation for home care at the time of birth, and of inexpensive hospitalization, will be treated by specialists.—M. L. L.

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All parents are interested in a physical education program within or without the school. A very valuable one has just been compiled by Dr. William Ralph La Porte, together with a committee representing five universities. A study of this curriculum by lay persons will give a good idea of what kind of physical education should be given to children of all ages, from the first grade to the twelfth. The publication is sponsored by the College of Physical Education Association.—M. L. L.

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A new Selected List of Publications by the Children's Bureau has just been issued. It covers every phase of child welfare. You might be interested in sending for it. Address the Children's Bureau, U. S. Department of Labor, Washington, D. C.—M. L. L.

Wake up Summer Appetites!

WITH THESE DELICIOUS SALAD SUGGESTIONS

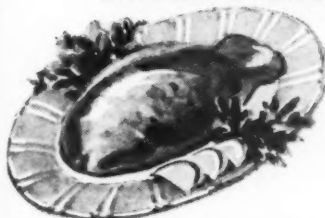
Amazingly simple to prepare, these four delightful salads will bring pleasure to your palate and ease your summer cooking problems. They are rich in proteins and also contribute important vitamin D to your family's diet. Try them for economical summer meals.

This Seal of Acceptance denotes that the statements in this advertisement are acceptable to the Council on Foods of the American Medical Association.



CLIP OUT AND PASTE IN YOUR FAVORITE COOK BOOK

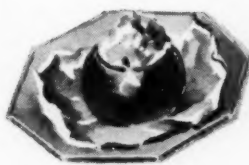
MOULDED SALMON SALAD



- 1 tablespoonful gelatin
- $\frac{3}{4}$ cup cold water
- $\frac{3}{4}$ cup mayonnaise
- 1 1-lb. can salmon, chilled
- 2 hard cooked eggs, chopped fine
- 1 tablespoonful sweet pickle, minced salt, pepper, paprika to taste.

Soften gelatin in cold water and put over hot water until dissolved; add gelatin to mayonnaise. Empty salmon from can and flake, being careful to remove skin and large bones. Fold salmon into mayonnaise and add egg, pickle and seasoning. Put into wet mould and chill until firm. Turn out on platter and garnish with watercress and lemon slices.

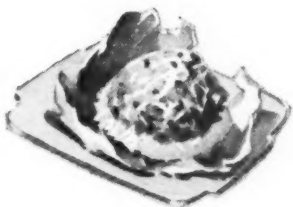
TOMATO CUPS OF TUNA



- 1 1-lb. can tuna, chilled
- $\frac{3}{4}$ cup celery, chopped
- 1 hard cooked egg, chopped
- 1 dozen stuffed olives, minced
- $\frac{1}{2}$ cup mayonnaise
- tomatoes, one for each serving salt and pepper.

Remove tuna from can and flake; add celery, egg, olives, seasoning and moisten with mayonnaise. Peel tomato, take out portion of top and chill. Stuff tomato with tuna fish salad and serve on lettuce.

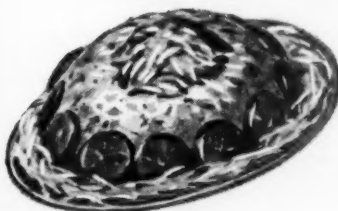
SARDINE AND EGG SALAD



- 1 can sardines, chilled
- 4 hard cooked eggs
- 6 stuffed olives
- mayonnaise

Remove sardines from can and flake carefully taking out skin and bones. Put yolk of eggs through a sieve, add to flaked sardines; add olives, moisten with mayonnaise. Arrange on crisp lettuce and garnish with border of finely chopped egg whites.

MACKEREL RING SALAD



- 1 can mackerel, chilled
- $\frac{3}{4}$ cup cucumber, finely chopped
- 2 tablespoons minced pickle
- 2 tablespoons chopped green pepper
- mayonnaise

Remove mackerel from can and flake; add other ingredients, moisten with mayonnaise. Make a nest of shredded crisp lettuce, heap the mackerel salad in a circle on the platter and fill center with lettuce—garnish with tomato slices.

A M E R I C A N C A N C O M P A N Y

Home Economics Department **CANCO** 230 Park Avenue, New York City

In writing to advertisers, please mention the NATIONAL PARENT-TEACHER

RECIPE FOR A BOY'S SUMMER

(Continued from page 7)

There is one happening that completely dominates the events of the second summer. Fired at the start with enthusiasm, they decided to raise a huge sum of money, I cannot recall for what purpose, but it must have been some great community project. So, laboriously they completed a sign and displayed it prominently in one of the basement windows:

SCOOTERS BYCYCLES AND
COASTER WAGONS REPAIRED
RATES REASONABLE.

Then they waited. Finally a scout was sent out on the trail of business. The club waited some more. At last the scout returned; his cheery hail was heard almost a block away.

"Hey, youse guys, I got a customer."

Up came the club, two steps at a time. They regarded the customer without enthusiasm.

"That's no customer," they told the scout in disgust. "That's just Johnny Kibboo."

Just Johnny Kibboo, a young kid who liked to tag after the big kids!

"I know," objected the scout, "but he's got a dime and he wants his scooter overhauled."

The club remained unimpressed.

"Let's see it."

Johnny produced the dime. The club examined it—both sides.

"O. K.," was the verdict. "We'll do a ten-cent job on your scooter, but

don't expect any dollar job for one thin, measly dime."

I thought it time to take a hand.

"Johnny," I explained, "these boys may be good mechanics but they haven't had much experience. You run home and tell your mother that; then ask her if it's all right for them to fix your scooter."

THE club regarded me with disapproval. "There goes our customer," they murmured. But the funny part of it was the customer did come back and delivered up his scooter trustingly. The club took it downstairs and then began a mighty hammering. At intervals of fifteen minutes Johnny would come to the head of the stairs and ask, "Is it done yet?" After about the eighth time, a club member, red-faced

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IT'S UP TO US

What Children Do

by Alice Sowers



Mother: Go back and wash your hands, Leonard.

Father: And pick up your feet when you walk!

Brother: Is that my necktie?

Sister: Did you forget my book from the library?



Boy: Gee! I —

Mother: Get washed and to table now, Ralph. You may explain later.

Ralph obeys; because he knows what he is expected to do. . . . If Leonard really wanted to heed his mother's command, he would need to pick it out of the confusion of orders and comments which greet him. He has a choice of a number of diverting activities. He may mumble about picking up his feet. If this has been one of his "bad" days, he is apt to slap his sister or at least make a face at her, thereby starting an elaborate and detailed explanation about the library book. Any one of these may prove successful in getting by the dreaded moment of explaining why he is late or avoiding washing his hands. . . . Ralph's mother assumes the full responsibility of settling the matter of his being late and the other members of the family remain silent. Instead of confusing him with mixed directions, she concentrates on the thing she wishes him to do first—wash his hands and get to the table.

and perspiring, appeared at the foot of the stairs.

"Listen, Johnny," he cried peremptorily, "you go home and if you come back before an hour is up, I'll sock you on the nose myself!"

Under the circumstances Johnny went home. He came back again in an hour and went home again. He returned again and was sent home impatiently. Finally—it was now late afternoon—Johnny came back with a determined gleam in his eye.

"My maw says to bring that scooter home right away." He delivered his ultimatum in a belligerent tone.

There was a conference below the stairs.

"All right," said someone disgustedly, "let him take his old scooter home."

In a few moments I saw Johnny go by the kitchen window and head for home. In one hand he carried the scooter frame, in the other two wheels. His overall pockets bulged with bolts and nuts, screws and ballbearings, and whatever else may go into the complicated make-up of a scooter. That picture remains vividly in my memory, completely overshadowing the remainder of the summer.

THE third summer the club gained a lot of practical experience. With the aid of several books on the subject, they set up an elaborate buzzer system and experimented with wireless and telegraph sets. They built a fleet of "chugs" and competed in races. They completed a set of hammocks, made from burlap sacks which, hung up between two trees, served nicely for "sleeping out." They ventured to raise rabbits, too, but let's pass over that as quickly as possible. Did you ever smell fourteen rabbits all at one time?

Each year as they grow older and their experience widens, they do more interesting things. It seemed that last summer was the busiest and most constructive. They continued with their electrical experiments and boasted a crystal set that they assembled themselves. A reading room was established, a sort of exchange library, to which the neighbors donated many worthwhile magazines. They completed their tree shack, a platform hanging gorgeously and perilously about fifteen feet from the ground, its only means of ascent a narrow chain ladder that swayed precariously in every breeze. Earthbound among the weeds in my flower garden, I would watch them and wish enviously that I were twelve again and had a tree shack. In a body they took a course of swimming lessons offered at the pool of a near-by park. They delved into the deep, dark mystery of cooking, building an outdoor fireplace with stones and (Continued on page 30)



NOW THERE IS SILENCE . . .

INFECTION set in from a tiny scratch . . . and now this girl's disabled fingers will never make music again.

Mothers—don't fail to take *every* precaution in treating even the most trivial injuries. *Always* apply an antiseptic and make sure the bandage you apply is as clean as your own doctor would use.

Some bandages, sterilized only in the making, may be contaminated by handling in cutting and packing.

Be safe. Be sure. Use only the first aid products of responsible concerns. Johnson & Johnson is one of them.

Johnson & Johnson Red Cross Cotton, Gauze and Bandages are sterilized not only in the making. They are sterilized again after they are packaged.

Johnson & Johnson
RED CROSS
COTTON · GAUZE · BANDAGES

RECIPE FOR A BOY'S SUMMER

(Continued from page 29)

mortar for purposes of experimentation. A kind lady, on moving from the neighborhood, gave them an ice cream freezer, and on hot days the club would dig down in its jeans and buy materials for ice cream. Their favorite recipe, I believe, runs like this:

Two quarts of milk
Two tablespoons of vanilla
Two cups of sugar
Freeze

Not too rich, you understand, but very cooling and satisfying when eaten out under the poplar trees on a warm afternoon. They started a newspaper and circulated it for several weeks. They formed an orchestra among themselves, which plays remarkably well, so well, in fact, that I enjoy hearing them practice; and shouldn't that be the true test for any orchestra? Each of them has a different music teacher and their orchestra work was done entirely by themselves, with the exception of a small amount of transposing that they asked me to do.

All in all, it was a happy and profitable summer. It's an odd fact that the club seems to function only in summer. As soon as school starts the club disperses. Dust gathers, quiet prevails, and only Li'l Abner, our long suffering tomcat, shows any interest in the clubroom; he likes to sleep on the table.

BUT around the first of May, the gang gathers and there is a grand housecleaning. Their grass rug is taken out and scrubbed; they attack the floor with brushes and soapsuds; cobwebs are brushed down and furniture is renovated. Then the club dreams grand dreams of heroic achievements. Recently one of the boys brought up an amazingly clever little figure that he had carved and immediately the others planned to do wood carving in their spare time, the results to decorate the clubroom.

"And let's study something," suggests another. "Something we can study by ourselves with no darn teachers to mark our work."

They start looking through the magazines at hand.

"Raise mushrooms for profit in your basement," reads one. "Why not?"

Why not, indeed? So someone is delegated to write for information. Above in the kitchen I listen apprehensively. Still, after one summer of rabbit raising, mushrooms couldn't be so bad.

"Learn ventriloquism in ten easy lessons," reads another. Then, "Gee," wistfully, "couldn't we have fun doing that?"

The others agree with enthusiasm. I approve of it. The subject isn't impor-

tant; it's the spirit of bright, eager curiosity that I like in these boys. Their young minds, rubbing together, do not become dulled, but take on a sparkle and a polish. Any problem is a challenge to them. I think the club is a fine thing; indeed, from the boys' standpoint it is ideal.

But from Mother's standpoint, there are drawbacks. In zealous moments the club overflows its quarters; it overruns the whole house. Consequently our home isn't always as I would like to have it. Varnish wears off the floor in an incredibly short time; even furniture of sturdy and excellent construction takes on that antique look. When our guests sit down in certain of our chairs, I wait apprehensively for the springs to pop up and hit them in the wrong places. No, if you are a fastidious housekeeper, if disorder annoys you, I strongly advise against a club.

As I read over what I've written, I realize that I may be creating an erroneous impression. I seem to have pictured myself as a person of unlimited patience standing in the background, smiling kindly on everything that the boys do. I sincerely wish this were so, but honesty compels me to state that there are times when the club drives me to the extreme breaking point. There are certain moments when I think appreciatively of a nice, quiet padded cell, with some pretty paper dolls waiting to be cut out; but these moments are few and far between. As a general rule the boys and I get along very well; they're quite frank with me and I'm not at all taciturn about their shortcomings. If they fall too far below my expectations, I don't hesitate to take them to task. There was the rainy afternoon when they got out their hockey sticks and pursued a tin can all over the basement. Unfortunately my best table linen happened to be down there. I'll give them credit, though; whenever their hockey sticks knocked down my heavy linen tablecloths, the boys picked them up again, every one, and draped them picturesquely over the lines. Then, too, there was the time when I had a special and honored guest coming for dinner and I carelessly left a marshmallow devil's food cooling on the kitchen table while I went out to cut some flowers. It seemed that the club was hungry, too; I realized that too late. There was nothing that I could do about it, not even when the special and honored guest finished his paper-thin slice of devil's food and regarded the empty cake plate hungrily.

But it was in a very bitter frame of mind that I listened a few moments later to the mother of a club member

tell me over the phone in a tone of sweet, long suffering:

"I know that you are good to the boys, but feeding my son rich devil's food cake just before his dinner isn't good for him. I do so hope that it won't happen again."

There are a number of snappy comebacks to such a speech, but—oh well, let's skip it.

My friends say to me curiously, "How can you stand it? I should think having those ten boys around all the time would drive you crazy." Or, "Why do you do it? Let them go to a playground."

Why? The answer is simple and, I think, reasonable. Playtime is so short. Yesterday they were little tots, trudging sturdily to kindergarten; today they are strong, laughing boys, active in junior high school; tomorrow they may be scattered to the far corners of the earth, leaving a bare room, empty of its bright youth, in the basement. I shall be very lonely then; there will be plenty of time for that course in political science, for brushing up on my sadly neglected French. Never has life been so complex, its pattern so intricate. Youth has great problems ahead, heavy responsibilities waiting for their slender shoulders, burdens that are thrust ruthlessly on them, never to be set aside while they live. If, in later years, these boys can look back on their youth, smile in fond reminiscence at the thought of their club and say, "Ah! I was happy then!" I shall feel amply repaid.

THE UNUSUAL CHILD

(Continued from page 9)

missed a chance of trying a new adventure. From his earliest years he was interested in sailing small boats. Storms and winds made no difference to him—much to the torment of the family. Then began his engine-creating period, when fire explosions and short circuits kept the household in a turmoil. From that he went into building of airplanes. Whatever happened to interest Bob at the time, that interest held him spell-bound from the moment he opened his eyes in the morning until he went to bed at night. There was no peace in the home when Bob was around. School had no attraction for him except as a place to take apart or to experiment with anything that he could lay his hands on. Bob was causing endless trouble in school; and the climax came when he helped himself to rubber bands from the classroom's supply closet to work the propeller of his airplane, his latest all-absorbing interest. The mother was sent for, the boy was pronounced incorrigible. It was at this point that the parents, in despair, came to me for help.

The examination revealed Bob a fascinating boy. He was alert, interested in everything, and had almost uncanny skill in his ten fingers. But with all his unusual ability and intelligence, Bob was completely disorganized, nervously worn, chaotic in his physical habits, thoughtless in his contacts with other children, and cruelly demanding of his elders.

Here was an unusual child who was the victim of his fine strengths. He was shattered by them. What he needed was definite, regular routine, and discipline to help him get control of his powers. It was made clear to the parents that spasmodic training of Bob would bring no results. The parents promised full cooperation and they gave it.

Bob, first of all, had to conform to regular physical habits and certain rules of conduct. He learned to dress himself properly and quickly, to take his bath without fuss, to come to meals promptly and observe decent table manners. He was allowed a limited time daily to devote to his airplane building. If he overdid, he automatically forfeited his next working privilege. His elder sister helped him with his school lessons for a while, to get him into the habit of preparing them. This program was followed with utmost regularity, but in a spirit of sympathy. Bob was treated as a sick boy, not as a bad boy.

At first Bob rebelled and fought the new program, but gradually he began to appreciate that, hard as it was for him to follow a routine, it was easier than being nagged, tormented, and punished for doing this or not doing that! He began to cooperate more willingly. Within six months Bob made a splendid adjustment, both in school and at home. His general health improved, and because Bob gained better control of himself, his unusual gifts, now under control, gave him greater joy and those about him greater peace.

In the handling of the unusual child, we must be careful not to clip his wings while he is learning to gain control of them. For the development of the unusual child there is no one method for all, but there is one principle for any, and that is: to give the unusual child a legitimate outlet for the development of his gifts and interests. But with it, there must be training and development of the qualities in which the child is weak. Important as it is not to crush or neglect a child's unusual strengths, it is equally important not to make him one-sided.

The unusual child will develop into an all the more unusual adult if his potential powers are balanced, disciplined and at his command.



“Well, she *finally* made the grade!”

“SO ‘B.B.’ finally put it over!” Dave, the City Editor mused. “Nice scoop for you, Clara.”

“‘B.B.’? That’s a new one on me, Dave.”

“Bad Breath Bertha. Society’s been calling her that behind her back ever since she came out 10 years ago. You know it as well as I do.”

“Better! But they can’t say it any more.”

“How come?”

“About a year ago I told her what her trouble was; felt sorry for her . . . suggested she use Listerine.”

“And now she knocks off the prize catch of the town; you had nerve, Clara.”

“She thanked me for it. She’d never have landed him but for that hint.”

“Say! There’s an idea there for the Advice to Women column. ‘Control your Breath and you Control your Future.’”

“Not so dumb, Dave. If you met as many men and women as I do you’d realize that most of them have halitosis and never realize it.”

“That’s the insidious part about it, as the ads say.”

“Show me a woman who’s careless about her breath and I’ll show you a gal that’s already on the shelf.”

“Right you are, Clara. My girls wouldn’t think of going to a party without first using the old Listerine.”

“Smart kiddies!”

“By the way, Clara, how’s Listerine for that morning after taste and the old next day breath?”

“My husband says it does the trick.”

“O. K., Clara, I’ll give you a report Monday.”

DON’T OFFEND OTHERS

There’s no doubt of it; Listerine Antiseptic, with its remarkable deodorant power, is the accepted treatment for halitosis (bad breath) whether caused by excessive eating and drinking, fermenting food particles in the mouth, or decaying teeth. Use night and morning, and before social and business engagements.

LAMBERT PHARMACAL COMPANY, St. Louis, Mo.



WHAT WILL YOU BE DOING AFTER FORTY?

(Continued from page 11)

adolescent struggling desperately to launch his own life."

The arts, it seems to Ellen, were perhaps the most convenient of all avocations for the home woman.

Quite naturally, you paint, carve wood, hammer metal, play an instrument, sing, write, or study in your own house. Moments can be snatched when babies are asleep or at play—an hour a day, maybe, when they're little; more when they're in kindergarten. By the time they're in grade school or high school, perhaps the coast will be clear for hard, systematic work.

I TOLD Ellen of an artist-mother, now a recognized painter of landscape. She did all her work for years on top of the family dining table while her two children played with their toys on the floor underneath. The children took it for granted that, at certain hours of each day, Mother would be at that table, and splashing away at her easel. After they were in college, they read one day that she had won an important prize for her landscapes.

At a tea last winter, I met another mother who had kept doggedly at her painting while her babies were small. Now, a great-grandmother, she was giving a one-man show. She was seventy-eight and had been selling pictures for years. Her children were lovingly amused at her spunk, but they had to joke to keep from bragging about it.

The mother-in-law of one of my friends, a woman of fifty, began, after the sudden death of a daughter, to try to rid her mind of despair by cultivating an old interest in rug making. She pushed herself, trying to get interesting color and design in her braided rugs. To her astonishment, the effort gave her indescribable joy. She set aside definite hours for the work. Her rugs grew more rich and lovely, developed into fantastic landscapes done in fine braiding. At first her material was dyed from cast-off silk stockings; but the time came when artists who saw her work implored her to use only the best silks and the strongest dyes. Such exquisite works of art, they said, must be preserved. Today, the former rug maker is nearly eighty. Nobody, of course, would dream of walking on her braided pictures. They are hung on walls, like tapestries. One is owned by Dartmouth College, another hangs in the office of a great corporation. They have been exhibited in New York galleries and have won for their creator the friendship and praise of painters and judges of art.

Everybody knows of writers who

kept hammering at their typewriters while their children were small. (Among these, Emily Newell Blair and Dorothy Canfield Fisher are two of those who are well-known to readers of the NATIONAL PARENT-TEACHER.) While I have been working on this article, a young married friend, who carries through a plan of writing a minimum of one hour a day, has telephoned me jubilantly that she has sold her first short story. It was the product of two years of dogged, difficultly-achieved leisure, grabbed in small snatches. "But otherwise I'd have taken it out in bridge or chatter or scattered reading," she told me. And how did she spend her precious \$300 check? For a qualified children's nurse who takes the children out-of-doors every morning, leaving a precious, uninterrupted period for writing.

IT'S quite the thing, I find everywhere, for young mothers to keep up

GENTLE PRESENCE

by Virginia Scott Miner

As one is suddenly aware

Of what he scarcely sees,

I turn—and lo, the rocking chair

Is moving in the breeze.

I saw no figure, saw no face—

I knew it was the air—

Yet felt for one brief moment's space

My mother's presence there!

their piano or violin practice, to join choral societies, or to work as volunteers in community dramatics. A New Orleans mother who has worked as hard in a little theater as if she were paid for her services, has been able, now that her daughters are in college, to take an interesting job as director of dramatic projects for the WPA. Photography, now that so many fast, new cameras are on the market, is a tempting interest to many young mothers. They practice on their own children, friends, house, garden, and pets. Who knows? Perhaps some of them will be exhibiting in a few years or becoming professionals.

Starting a home business has proved a successful avocation for mothers. One of my neighbors near Monsey, New York, is a partner in the nursery farm where we go in the spring to buy young plants. Her husband attends to the vegetable seedlings, she rules over flowers and herbs. On a \$10 invest-

ment, she started on her own initiative raising gladiolus and larkspur, flowers which she particularly loves. She worked hard for healthy plants and clear, beautiful colors. Today she has added other flowers, her business pays a profit, and her teen-age daughter is her interested helper. Of course, the country is full of women who have matched Mrs. G's success with poultry, dogs, bees, home-made candy, canned fruits, and home-cooked foods.

For women who have no need or no inclination to make money from activities outside the home, there is satisfaction in amateur scholarship. Literature and history are fascinating fields. An acquaintance of mine who cares for three children finds time to carry on experiments with fruit flies. Biology was her favorite subject at college.

Good citizenship—active, creative participation in the public life of a community or the nation—can be an absorbing leisure-time interest. It's a real job—junking hand-me-down opinions; overcoming prejudice; digging out the facts of such complicated matters as, for example, the sit-down strike, or unemployment; finding out the truth behind newspaper headlines.

An honest adventure in citizenship calls for reading, study, and independent investigation. How does bad housing look and smell? What is its tie-up to crime? Why do wars persist in the world? Is there real danger of dictatorship in this country? Hammering out an individual opinion on any public question calls for just as much effort as nursing a case of typhoid or learning to play a sonata.

An interest in citizenship can be put to many uses. Activity in the League of Woman Voters, the P. T. A., Women's City Clubs, organizations for peace and civil liberties. Leadership in organizations like the 4-H clubs, Camp Fire Girls, Girl Scouts, and the Y. W. C. A. Constructive work in welfare organizations.

WHEN I asked Ellen Whitcomb if I might use her experience in this article—disguised a little as to identifying details she replied: "Do! I'd like to shout it through a megaphone. I'd say to all young women: 'Discover your deepest interest and take a first step toward its nurture right away. After marriage, babies, and thickening responsibilities, keep hanging on. Be stubborn, ingenious, tactful, prepared for bitter discouragement. But remember, just as you need to guard your happiness by payments on a house or life insurance, just so you need to store up every day a little of the skill and knowledge that will give you the security of new life and adventures after forty.'"

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are some of the benefits of letting children form a club? 6-7.
2. What are some of the fundamentals to remember in dealing with the unusual child? 8-9.
3. Why should mothers keep interests and hobbies of their own? 10-11.
4. Are parents really frank with children? 12-13.
5. What can be done to relieve the oppressiveness of hot weather? 15.
6. What are some of the things that must still be done in the field of child protection? 26.
7. How can teachers as well as parents profit from membership in the P. T. A.? 36-37.

THE ROBINSON FAMILY

(Continued from page 17)

that child? As the younger ones come along, do we say to the oldest, in effect, if not in so many words, "You're old enough to know better; you shouldn't become involved in teasing and quarreling!"—until the child wearies of trying to live up to our too-advanced expectations?

No child should be burdened with the responsibility for a younger one, to the extent that his or her feeling of liberty and freedom is greatly curtailed. Childhood is not a time for heavy loads, and a child will bear those that are his due with more grace and pride if he doesn't feel that his bones are being permanently and prematurely hardened into unwonted postures! The girl who has to be a mother to a flock of young brothers and sisters may never enjoy her own children in the way that would have been possible if, as far back as her memory goes, children had not meant drudgery.

Of course it won't hurt Nancy a bit to be decent to Tommy while his friends are away. Neither will it hurt Tommy to have to learn to rely on himself in his play; for a child who can't supply his own amusement is surely father to the man to whom leisure has thin and meager, rather than full and rich, meaning.

**Next Month:
WHAT WILL PEOPLE THINK?**

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a good-for-you
thing tastes like
a party dessert?*



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FRANKLY SPEAKING

(Continued from page 13)

worry and tension in spite of our efforts. They are much happier when informed even of unhappy circumstances than when fretting themselves sick in secret over the very things we fondly believe we are hiding from them. The only family worry of any importance that I ever attempted to keep from my children I discovered they had long been thinking over in silence and imagining even greater. Family griefs and worries are better faced—as calmly and courageously as possible, but *faced* together. Don't misunderstand me. I am not advocating that children should worry or be forced to share in family problems. I am merely pointing out that whether we wish it or not, children in the home are bound to become aware of situations which bother their elders. Often it will be only a feeling they acquire—and hence worry more over the unknown. Children should not worry alone, but the steadiness of an adult companion-worrier can give a child a sane outlook and teach him the truth. And we have no right to deny a child truth.

It is not fair to preach that goodness is rewarded, that things are always made easy for the just. Those things may be desirable—though I am not ready to admit without reservation that they are—but they do not happen! The world is no one's oyster. An upright man may do his best all his life yet be poor and ill and die broken-hearted. And it does not help to lie about it. It does help, however, to teach our children nobility of spirit; that there is something tremendously inspiring and satisfying about "taking the rough, hard road because honor demands it"; that there is possible, for each one, a happiness that no man or woman or poverty or misfortune can touch; and that that kind of happiness has to be won, fought for, bled for—guarded and cherished through years and years of effort.

Children are not well equipped for life if they have been too much protected. We do not seek easy lives for ourselves, yet we cling to the senseless notion that we ought to make things easier for the children. In a short time these children will be entirely responsible to the world for their actions. They need practice in responsibility, and to allow them to grow up unprepared, unready, is cruel. We should not think of forcing a child to take part in a recital if he had never studied the piano or other instrument, but we expect him to live wisely after having been kept carefully unacquainted with life. We must overcome this out-of-date attitude. We know all about the loud voice of actions—if only we can

remember to keep still while the actions speak. A calm (and, at first, apparently heartless) letting matters take their course will work wonders with children. They must learn, some day, that every decision, large or small, has consequences of some kind trailing along in its wake. It is more painless in the long run for them to learn this through being allowed from the start to make decisions and to take the consequences. Too often we soft-hearted parents fail to allow them to do the latter. Then how can they learn which kind of experience is really the richer?

Let us be frank with them about everything, but above all about life. Let us stress loyalty and poise and understanding, admitting that life has moments of weariness when nothing seems worth while, but not forgetting to add that it blossoms at times into moments (short, *short* moments) of incredible loveliness, that such moments come and go without our governing them, and that in between we must bear pain and sorrow, for that is the way of life. That to seize such moments when they come and to hold forever the memory of them as a source of strength is the secret of happiness. And finally, "that it is Life itself that is important—and not any one of us."

AS we grow older, we begin to see that life is really not a matter of money or houses or environment or of the body at all. What is important about our lives is what is *inside* us. Our lives grow full and lovely and interesting because of the way we use what comes to us. Or they grow mean and small because we ourselves limit them. To pass this knowledge on to our children is the greatest gift we can give them. Failing this, in the blindness of their youth, we must try to live so that as they grow into their maturity they can look back upon our lives and see not too much limitation.

There is an old, old poem that says,

*To every man there openeth a Way
And Ways and a Way,
And the High Soul climbs the High
Way
And the Low Soul gropes the Low
And in between, on the misty flats, the
rest drift to and fro,
But to every man there openeth a High
Way and a Low
And every man decideth the Way his
Soul shall go.*

We must be frank with our children. We must teach them the truth so that they will not grope or drift but climb their way.

A SCHOOL BECOMES SAFETY CONSCIOUS

Dorothy Osburn

WESTLAKE Junior High School, Oakland, California, believes that it is better to be safe than sorry. To that end we are working out a program of safety first and first aid activities which includes students, faculty, and parent-teacher association in its scope.

With over 37,800 deaths from traffic accidents in the United States in 1936 and over 105,000 maimed and disabled as the toll of one year's motor traffic, it is not hard to see that first aid knowledge is needed by every motorist. But we often forget that there were also over 38,500 deaths from home accidents, with falls, burns and scalds, suffocation and asphyxiation, poisoning, electrocution, and firearms as the principal causes. The home, which ought to be the safest place in the world, often contains many unsuspected hazards. That is why Westlake, as a school, believes in first aid training for everyone.

This is the fourth semester we have had a Red Cross First Aid Club for students. It is sponsored by the local chapters of the American Red Cross, and they furnish blankets, splints, bandages, and other equipment for our use. The actual instruction is given by the Director of the Albany Y.M.C.A. and Community Center, who has had widely varied practical first aid experience and is a highly trained instructor. He renders this splendid service to our school without charge. The club is under the direction of a science teacher who has had first aid training, and is a part of a wide range of extra-curricular activities offered to Westlake students during a fifty-minute club period each week. The Red Cross First Aid textbooks used by the members of the club are a part of the science library in the school. Our school plant lacks adequate space for our First Aid Club so we have been fortunate enough to secure the use of the social hall of our neighboring church through the kindness of the board of trustees of the First Congregational Church of Oakland.

The enrolment of the club has increased each semester until now there are fifty-nine members in the group, and there is already a long waiting list for next semester. The enthusiasm of this student group and the practicability of their training have been instrumental in creating interest in a faculty Red Cross First Aid class. This class meets weekly for one and a half hours after school and includes in its membership teachers, nurses, and school secretaries from Westlake and other

near-by schools. The Y.M.C.A. director also instructs this faculty group which is, so far as we know, the only one of its kind in the United States. The Westlake Parent-Teacher Association plans to offer a first aid course next semester in which mothers may enroll.

Our purpose in these classes is two-fold: to learn how to prevent accidents as well as how to care for them if they do occur. The instruction covers the necessity for proper first aid knowledge, the information necessary in order to recognize the type of injury, the things that should or should not be done, and the actual practice of the necessary skills needed in caring for the patient until he can be delivered into the hands of a nurse or physician. Few untrained people realize how many relatively trivial injuries are changed into forms so serious as to cause death or permanent maiming or disfigurement by careless handling and transportation, neglect of shock, failure to recognize and care for the real injury, and by attempting to avoid the expense of a physician's care. This is especially true in cases of simple fractures, internal injuries, arterial bleeding, and burns. Again, it is interesting and profitable to learn that most home tragedies come from small, easily preventable causes and so a course in first aid usually results in much safer homes.

It is especially stressed that the first aider's task is not to serve as a substitute for a physician but rather to care for the patient so that unnecessary injury, pain, and shock are avoided and he is delivered into the hands of a physician in the best possible condition. The instruction is very practical, based upon real life situations, and includes both the actual practice of the necessary skills and the reasons for each step. Each student must learn the location of arterial pressure points, the use of tourniquets, application of nineteen different bandages, methods of splinting, use of proper lifts and carries, and administration of artificial respiration as well as the correct first aid treatment for burns and scalds, wounds, sprains, fractures, dog bites, snake bites, poisoning, fainting, electrocution, asphyxiation, and, of course, the ever-present shock.

At the end of each semester an examination is given, including oral, written, and practical tests, by Red Cross First Aid examiners. Students who pass the examination receive a Junior Red Cross First Aid certificate in the form (Continued on page 39)

HOW Coloring DEVELOPS

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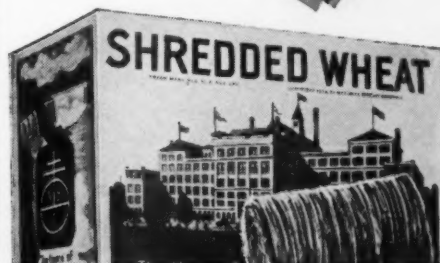


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A TEACHER LOOKS AT PARENTS AND TEACHERS

I HAVE been trying to write this article for three years, ever since that time when my health collapsed and I had to give up teaching because I could not "get by" with all the public school system demanded of me and do a job to my own standard. But the article could not be written until I had got the long view of years of out-of-school living. The system is too big to judge with eyes crossed by a near view. Too, I needed an uncomplicated yardstick for measurement—the yardstick of Broom Sedge Academy.

My father gave me Broom Sedge Academy when he was comfortably recalling things that happened sixty years ago. The Academy was the usual field school, he said, a one-room building with a stove in one corner. Jim Curry, teacher-principal, was a farmer youth turned educator because he had lost a toe and was handicapped in following a plow.

"Jim had very little learning to pass on to us and he wouldn't have known what 'methods' meant. I have often thought about it and wondered how Jim was able to give me such a good start there in that little one-room building. It must have been because he knew me. He knew what hopes my parents had for me and what they had taught me at home, and so he knew what to expect of me in school.

"In those days the school was the business of the people in the neighborhood. My father always had a hand in choosing the teacher. He always furnished a cord or two of wood to keep the little stove going. Mother visited the school often enough to know what was going on, and Jim Curry came to spend the night with us about once a month, just to be neighborly. And because Mother and Father took my schooling as seriously as they took their work at home, I was sent to school regularly, rain or snow, even during hog killing when a boy wanted to stay home."

"Broom Sedge Academy, the ancestor of the public school system," I said.

"Yes, I suppose so. I hadn't thought of it. The schools have changed, I know, but the job is pretty much the same as it was in my day—to fit every child to live up to his abilities so he can get along with himself and with other people."

"We have gained in equipment and in method," I acknowledged. "But I can't believe we are doing our job better than Jim Curry did his."

Who makes the business of the schools his business now? Members of the boards of education, superintendents, supervisors? They are executives of necessity, concerned with organization, thinking of the "average child." (And who has ever known an "average child"?) Parents who know children as individuals, and teachers who, in spite of limitations, come to know certain children (the best and the worst in their classes) as individuals—parents and teachers, best equipped judges of the needs of children, take no responsibility for the public school system.

Oh, yes, parents do attend parent-teacher meetings. They concern themselves about the food that is served in the school cafeteria, they contribute to the library, beautify the school grounds, and buy a portrait of George Washington to hang in the assembly hall. Housekeeping duties, these, and good as far as they go. Parents who are joiners find a congenial club in the parent-teacher association. They study social problems and listen to doctors, psychologists, librarians, and city officials who talk of children's problems and urge mild action. They conduct business that has bearing on child welfare. All this is good, but not good enough. Such business may be so satisfying that the parent fails to perceive that he is neglecting his real personal business, that he knows almost nothing about the actual work of the school—*what* is being taught, and *how*.

And teachers? If they take no responsibility for the public school system, for the leveling-to-average policy of the system, what are they doing? Listen to Miss Bright, a professional teacher who is also, unhappily, a "born teacher": "It is my business to fit into the system. I keep records and go to meetings and serve as policeman. In the time left over, I teach what the supervisors tell me to teach, and then if I have any time after that I teach those things I have been aching to teach because I know the needs of my own children."

Miss Bright grows warm with her subject. "I *must* get the records done. My work and that of my principal and the superintendent—all the work of the system—is judged largely by the records I keep. Not just the reports I send home to the parents—that is the least of it. Keeping registers, juggling with attendance records, sending reports to the supervisors and principal, writ-

CLARA B. DEAN

ing out lesson plans, giving and grading tests—my own tests, standard achievement tests, state tests, intelligence tests.

"There are meetings almost every afternoon, and I am judged by my attendance at those—supervisors' meetings, superintendent's meetings, school faculty meetings, parent-teacher meetings, extension courses, committee meetings, of one kind or another, meetings of school clubs we must sponsor. There are plays to coach, special programs to arrange—anything to keep the teacher from teaching!

"And I'm not harping on the usual theme of the poor, overworked teacher," she insists. "There is only so much time to spend in one kind of work or another. The thing that makes me bitterly critical of myself as a teacher is that *I am not spending that time teaching*.

"I want time to teach. Time to know each child's needs. Time to tie up one learning with another. Time to teach children how to study. Time to work slowly and thoroughly for the sake of the dull ones. Time to teach brilliantly for the sake of the hungry bright ones. I know I'm not doing my job well, but what can I do about it?"

"Couldn't you do better work," I ask, with Broom Sedge Academy in mind, "if you knew the home background of each child? Couldn't you and the parents, working together, get things done that you cannot do alone in school? Parents might work with you to free the system of the clutter and give you time to teach."

Miss Bright protests, "Oh, I know it ought to be, but it is a question of time again. Do you realize that I am teaching three hundred children? How can I take on six hundred parents when my hands are more than full with three hundred children?"

THAT is a question that appears to be almost unanswerable. Yet there are three ways, none of them time absorbing in the final count, in which parents and teachers may come to know each other well enough to be able to work together for individual children and for the school. Conferences may be arranged, parents may observe classes, and teachers may take

advantage of parent-teacher meetings to talk of their work.

As my father remembered, the teacher of Broom Sedge Academy used to visit the parents. Now, with the teacher's time limited as it is, the parent should come to the school for short conferences. When the teacher has a group of no more than forty students, every parent should arrange for a short conference at the teacher's leisure (small though that leisure is). Now that so many schools have initiated the platoon system, so that each teacher has many children and each child several teachers, it is difficult to find time for even short pre-arranged conferences; but the parent who takes time to meet the teachers in conference, or perhaps for a social half-hour at home, will give his child a great advantage.

In spite of the fact that many schools appear to give little welcome to mothers and fathers who wish to observe daily classes, the parent knows that he has a right to observe. He suspects that the school that is least welcoming is the one that needs him most. Programs arranged for parents do not give a full picture of normal activities. Mothers and fathers should visit classes often, and it should be understood that the usual program is not to be interrupted when parents would learn with their children.

Talk of "modern methods" has stopped many a man who would take a real part in teaching his child. There is little of mystery in the newer methods and there is no reason why parents should not learn what they are and how they are being used or misused. The excellent teacher can make good use of them, as any parent may observe, and the poor teacher is often befuddled by them. The mothers and fathers of children in a school that calls itself "progressive" need to satisfy themselves that thoroughness is not being sacrificed to display by the pseudo-progressive teacher.

I have taught in schools where parents and teachers came together for discussion of the subject matter being taught and the methods being used in the teaching. When I was first asked to take part on such a program, an evening program, this time, to be attended by mothers and fathers, I had misgivings. No good could come of it, I insisted, because I was not a public speaker, not accustomed to speaking to adults, at any rate. I was willing enough to talk to individuals but I had the usual teacher's shyness of parents *en masse*.

Yet good did come of it because I had something to tell the parents that they were anxious to hear. My aims in teaching, what were they? What was I emphasizing in my classes and how was I motivating learning? What

habits were being formed, what skills, what appreciations? What ideals did I share with children who were mine for a term? It was not a speech, after all; it was, because of the interest of the parents, a round-table discussion that was deeply helpful to all of us.

I gave the mothers and fathers a new definition of the subject I was teaching. I told them how I went about teaching that subject, adapting my methods to the facts I wished to teach or to the skills or habits or appreciations I wanted to cultivate. Lest I sound like a voodoo doctor saying words to hypnotize the natives, I gave outlines of lessons taught by the various methods: type studies, field trips, comparative map studies, dramatizations, debates, problems, and projects.

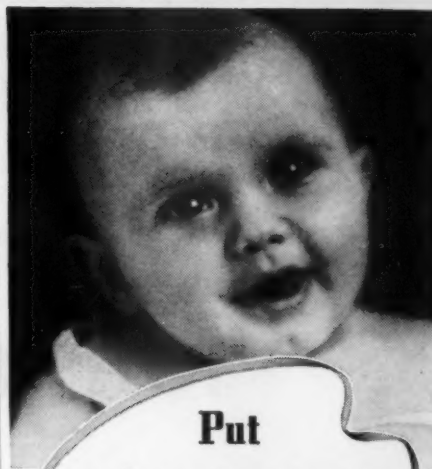
Our maps were there on the wall for the parents to see. The bulletin boards were covered with graphs and maps, posters and murals made by the children. A few of the many objects made by the students for their individual projects were placed on the tables. In our round-table discussion we parents and teachers tried to evaluate these things, to understand and be helpfully critical of the new education that links learning with doing.

At least one of the fathers asked a question: "What part can we play in all this? Now that I understand what you are trying to do I believe I could carry on at home."

Of course the parent must carry on at home. The teacher has so many plans that fail because of limited time in school. The parent can read a book in the "children's hour" that vivifies the work at school. He can take his son on "field trips" of his own, to battlefields in the neighborhood, to art museums and natural history museums, to caves and natural springs. If the parent knows what is being done in school he will be able to fit home activities to the child's interests.

THERE is a final question: How can one person alone do anything about it? If it is not the custom for parents to ask for conferences in school, if parents are not welcome in classes, if teachers do not volunteer to tell the parents of their work—what can we do? Any parent or teacher who insists upon these things will be misunderstood.

Yes, truly. And the teacher alone cannot change the pattern without fear of losing her place in the system. Yet, painful though it will surely be, parents and teachers who know the need must work for real parent-teacher understanding, they must make sure that parents share with teachers the responsibility for the schools. In loyalty to Broom Sedge Academy they must clear out the clutter and free the teachers to teach.



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LEARNING BY PICTURES

is the title of a new feature which will start in this magazine beginning with the September issue. It will show through photographs how children eat, dress, play, and carry on their many other daily activities.

You can contribute

by sending to the editor candid camera shots of your children and your friends' children in action. Others will profit from your experience in dealing with the everyday problems of the everyday child. The subject for pictures for the September issue is:

How Children Eat

*Please send your photographs for this page
with the following understanding:*

1. No posed photographs will be accepted. Only those taken when the children are unconscious of the camera will be used.

2. No photograph will be accepted which does not contribute a helpful idea for ways of dealing with the situation in question.

3. The selection of pictures is left entirely to the discretion of the editors. Names will not be used with the reproductions.

4. The NATIONAL PARENT-TEACH-

ER will pay \$1 for each picture which is used in the magazine.

5. The magazine is not responsible for the pictures either while they are in its possession or while they are in transit and it cannot promise to return photographs unless accompanied by return postage.

6. Photographs submitted for the September issue must be in the hands of the editors not later than July 10th. Address them to the

NATIONAL PARENT-TEACHER

832 Bryant Avenue, Winnetka, Ill.

FAMILY TOURIST CAMP- ING—UNABRIDGED

(Continued from page 14)

freshly asleep. A vague pain localizes itself over your appendix, and you wonder where one goes to find a good surgeon in a prairie village. One of the children moans with nightmare, and you wonder if he has appendicitis too. You carry this bedtime story through to a pair of logical but alternative conclusions. You incline to the ending that it wasn't appendicitis, but the country doctor operated urgently and the patient died of the operation. You resolve to try soda first.

Somebody's young baby wakes and cries angrily and ear-splittingly. You wince and feel sorry for it and its distracted parents. This excitement lasts half an hour, and you are thankful when the parents, by hygienic or unhygienic measures unknown, silence the child. You hope they have not strangled it in fury. You wonder at parents taking so young a baby on a long trip. You wonder at taking your own children on any trip at all.

You doze off at last on this note and sleep all of an hour, when you leap out of bed in terror and run to the door to see the destruction which is approaching. There is a roar that deafens you, a clatter, a crash and a grinding, a flash, sparks, lights, smoke, a shrill and raucous screaming whistle, and you laugh shakily. It was not the tornado you thought it, nor the meteor you saw the next instant. A train was going eighty miles an hour, making up lost time in the deserted country. It screamed hideously and vanished like a prehistoric monster, breathing smoke and flame. You swallow your heart with a thankful laugh, and crawl under the lank covers again.

YOU wake dispiritedly shortly afterward, dress, rouse the children, help them to get ready, and as soon as possible you slam your own car doors, squint at the sunrise, draw a deep breath, and you are off again. Breakfast in the next town if you are lucky enough to find anything open so early. Hungry and very sleepy, you breathe the cool morning air, rejoice in the freedom of the almost empty road, and courage comes back again. Fifty miles from the camp where you spent the night you remember the water jug or the underwear washed last night and left hanging on a line before the window, or a hat or a tooth brush of the children's. But you never go back for anything less than a child or your wallet. The road is a magnetic ribbon, and it pulls you forward willy-nilly, and you are glad to be in its clutches again.

A SCHOOL BECOMES SAFETY CONSCIOUS

(Continued from page 35)

of a card to be carried by the first aider. These certificates are presented in the regular student body assembly by an official of the local Red Cross chapter. They are of special interest to Boy and Girl Scouts as they entitle the holder to merit badge rating in first aid.

The program which Westlake is attempting to carry out seems directly in line with the recommendations of the parents as expressed at the 1936 convention of the California Congress of Parents and Teachers. That group passed several resolutions aimed at securing greater safety for the child, including these: "That, in home, school, and community, the child shall find an environment free from physical hazard," and, "That safety education and activities be continued in home and school."

The president of our Westlake Parent-Teacher Association visited our First Aid Club and learned of the training which the students receive. She expressed her approval with these words: "One way of decreasing the loss of life which accidents cause seems to be in training as many people as

possible to render proper first aid whenever the emergency arises. This is especially important in those cases where immediate ambulance service or physician's care is not available, but is vital for the common home and street accidents as well. Parents often have neither time nor opportunity to take first aid instruction so we appreciate having this training available to our children as a regular school activity given in the form of a club sponsored by the American Red Cross. Westlake is safety-minded, as students and faculty are already enrolled in first aid courses and the parent teacher association is organizing one."

In expressing his approval of the project, the principal of the school has this to say: "From the viewpoint of the principal of this school I feel that we are extremely fortunate in having the First Aid Club established and operating as it is. . . . In several cases there has already been evidence of the practicability of the work. The course certainly links itself up with everyday life and for that as well as for other reasons already expressed, I am duly appreciative."

CONGRESS COMMENTS

MRS. J. K. Pettengill, President of the National Congress of Parents and Teachers, will attend the seventh biennial conference of the World Federation of Education Associations in Tokyo, August 2-7.

officers in 1938 is as follows: Mrs. Albert L. Smith, Winnfield, Louisiana; Mrs. Fred M. Raymond, Grand Rapids, Michigan; Mrs. Louis R. Fulton, Wichita, Kansas; Mrs. M. A. Taylor, Bonham, Texas; Mrs. B. C. Clark, Sutter Creek, California.

At a meeting of the Board of Directors of the Child Welfare Company which was held in Richmond in May, Mrs. B. F. Langworthy was elected editor of the **NATIONAL PARENT-TEACHER**. Mrs. Frederick M. Hosmer was re-elected president of the company; Mrs. J. K. Pettengill was elected vice-president and Mrs. Mary T. Bannerman, secretary. In addition to these four, the directors were elected as follows: Dr. Ada Hart Arlitt, Mr. J. W. Faust, Dr. Thomas W. Gosling, Mrs. E. C. Mason, and Dr. William McKinley Robinson.

The National Congress of Parents and Teachers and the American Home Economics Association held a joint meeting during the Home Economics Association Convention at Kansas City on June 22. The topic was "Family Life Education Through Community Cooperative Programs."

A notice has been received from Lillian R. Higgs, Honorary Secretary of the International Federation of Home and School, London, England, that the Executive Committee has decided to hold the biennial conference of the International Federation in Paris toward the end of July, instead of as a section of the World Federation of Education Associations' Biennial Conference which is being held this year in Tokyo, Japan. The Home and School Conference in Paris will be held in connection with Education Month.

The following Advisory Committee to the Traffic Safety Education Project was appointed in Richmond: Mrs. Mary T. Bannerman, Washington, D. C.; B. H. Darrow, Columbus, Ohio; Dr. Ada Hart Arlitt, Cincinnati, Ohio; Dr. Edgar Dale, Columbus, Ohio; Dr. William McKinley Robinson, Kalamazoo, Michigan; Mrs. L. W. Hughes, Arlington, Tennessee; Mrs. W. A. Hastings, Madison, Wisconsin; Mrs. Fred M. Raymond, Grand Rapids, Michigan.

The Nominating Committee to elect

The Parent-Teacher Section at the convention of the National Education Association at Detroit, Michigan, will be held on Monday afternoon, June 28.

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THE P. T. A. at Work

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CONGRESS OBJECTS

The objects of the National Congress of Parents and Teachers, which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska, are:

To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

TRAINING FOR LEADERSHIP

Iowa

THE Iowa Child Welfare Research Station is making available to parent-teacher associations and other parent groups the best current thought and scientific data regarding child development. The Station was established in 1917, much credit being due Mrs. Isaac Lea Hillis, founder of the Iowa Congress of Parents and Teachers, for her vision and support in its establishment. Since that time it has shown steady development and has not only become a real asset in the state but, in addition to its other functions, is recognized all over the nation as a leader-training center in parent education.

There are several different types of service offered, but the types most popular with parent-teacher associations are those in parent education: the radio study groups, the leadership training classes, and the annual conference on child development and parent education.

Four courses are offered for either group or individual study by radio—one concerned with the family, one with preschool children, one with school-age children, and one with adolescents. Each course is built on a two-year plan, with twelve lessons in each series. There are two programs broadcast each week through the radio stations of the university, WSUI at Iowa

City, and of Iowa State College, WOI at Ames.

The leadership training classes are set up on a city- or countrywide basis with one of the parent education staff from the Research Station teaching the class. Enrolment consists of potential leaders, local unit presidents, and child study chairmen. Fifteen is the minimum enrolment for a class, with books and materials supplied free to the parent-teacher association or other organizing group. After the training period, the program is given in their own local communities under the leaders trained in the classes. This year the groups have used the lesson outlines from the NATIONAL PARENT-TEACHER together with supplementary material assembled by a staff member of the Iowa Child Welfare Research Station and published monthly in the *Iowa Parent-Teacher*. Mimeographed sheets are also given out, at the meetings, for use in the study of the next month's lesson.

Approximately 200 groups are now enrolled in these parent education leadership classes under the sponsorship of the Iowa Congress of Parents and Teachers. A recent report given verbally at a statewide meeting, gave the number studying in these classes as 2,300, and in the radio study classes 2,200.

An annual three-day conference on child development and parent education is held at the University, in Iowa City, each June. Lectures by outstanding authorities, exhibits and demonstrations of child activities are provided. No registration fee is asked, and almost every state in the union has furnished a quota of attendance, through the years. The registration last year was more than 1,000, including 110 parent-teacher members who attended.—MRS. F. A. GORDON, *Publicity Chairman, Iowa Congress of Parents and Teachers, 608 West State Street, Marshalltown.*

A WELL-ROUNDED PROGRAM

Nebraska

During the year just ended, the Lincoln Council of Parent-Teacher Associations adhered strictly to the National Congress theme for the year, "Relation of the Home to Character Formation." The outline of the state Program chairman was used as a basis for demonstration programs at the council each month, which took the form of panel discussion, round-table, interview, forum-dialogue, and ques-

tion lectures. The purpose of these brief demonstrations was to stimulate an interest in the local organizations by suggesting various methods of presentation of Congress activities.

As an example, at the council meeting in October there was an interview on safety which took up accidents in the home, playground safety, and highway safety. In November, a panel of seven members (selected from the different local associations), discussed the following chapters of the National publication, *Our Public Schools*: (1) What the Public School Is Trying to Do; (2) How the Public School is Supported; (3) The Teacher—His Preparation and Work; (4) Life-long Education as a Community Enterprise; (5) Educational Reconstruction; (6) The Most Important Question of All; (7) The Schools and the Parent-Teacher Association.

During the ensuing months, spiritual training, parent education, Founders Day, citizenship, health, music, and library service were taken up in a similar manner.

By correlating the work of the National, state, and local, we feel we have developed a more unified program, as well as promoting a greater interest in the organization activities.—From *Nebraska Parent-Teacher*.

PARENT-TEACHER COMMUNITY PROJECT

Missouri

In order to coordinate the work of the various character-building agencies in Crystal City, the parent-teacher association selected "School and Community Relationships" as the general subject for discussion for the year 1936-37. At each meeting one phase of this subject dealing with the growth of a closer correlation between the school and the community was discussed.

One aspect, the "Relationship Between the High School Student and the Community," was developed at a spring meeting. This was not only an interesting problem for discussion, but also presented a worthwhile project for correlating the work done by the community and the school.

The responsibility of the school was studied for a week by the English classes. The subject was developed along two lines: what the community does for the high school student; and what the high school student owes his community. This topic was also used as a project in the public speaking

class. Two students presented their conclusions at the parent-teacher meeting.

The responsibility of the community is lodged in various agencies such as the church, home, and civic organizations as well as the school. The home is recognized as the greatest character-building influence. Churches are supported to aid in the moral and spiritual development of youth, and the schools are kept well equipped to further the mental growth. Civic organizations such as P.E.O., the Lion's Club, the Music Club, and the parent-teacher association offer awards each year to students who have shown their ability by attaining a high scholastic record in particular departments. At this parent-teacher meeting, representatives of these organizations told why their respective groups were interested in the scholarship of the students.

The real value of this project was that it not only carried over to the meeting but also served to make the students conscious of their community and its value to them. It helped to bring the students into a closer friendship with local character-building agencies, thereby advancing the welfare of youth.—MRS. L. D. DODD, *Chairman, Publicity, Crystal City P.T.A., Crystal City.*

RURAL P.T.A.'S ACTIVE

Hawaii

Rural P.T.A.'s are overcoming whatever stigma formerly might have been associated with the word "rural." Projects of all sorts are planned, launched, and carried to completion. Among the most active in the present school year have been Waianae, Waiahole, Kaaawa, Benjamin Parker, Kilo-hana, and Hookena. Waianae sponsored a Hallowe'en dance; Waiahole, a get-together for parents and teachers; Kaaawa is nearing the goal of a piano; Benjamin Parker has been the scene of several rural Oahu events; Kilo-hana, Molokai is working for adequate bridging of streams that now flow over the roads in rainy weather; Hookena celebrated a homecoming for the Hawaii Congress President. Our rural P.T.A.'s are matching, if not exceeding, the urban P.T.A.'s in enthusiasm and achievement.

• • •

Belonging to the P.T.A. is an education in itself and the P.T.A. should provide opportunities for the correct instruction of its members. Oahu District has decided that the success or failure of the P.T.A. depends on the success or failure of the meetings which are held by local units, councils, districts, and by the Congress itself, and to insure success for these meet-

ings a school of instruction was inaugurated at the Library of Hawaii. The school of instruction is a permanent feature of the program of the P.T.A. on the mainland and it was introduced into Hawaii with the session in December. The school consists of three separate lessons given on three separate dates. A fee of twenty-five cents is charged each delegate and this fee is to be paid by the treasuries of every P.T.A. represented in the schools. All schools in Honolulu having P.T.A.'s are expected to send representatives. The subject matter of the school consists of lessons and demonstrations on how to organize a P.T.A., including such matters as officers, committees, and parliamentary procedure; successful and unsuccessful meetings; participation in meetings; attendance and cooperation of members in projects. A separate course will be organized for rural Oahu and it is hoped that all the P.T.A.'s in Hawaii will eventually have the opportunity of profiting from the course of instruction.—From *Hawaii Education Review.*

SAFETY EDUCATION IN THE SCHOOL

New York

The P.T.A. of the Emmet Belknap School, of Lockport, based a program on the newest project of both the state and the National Congress of Parents and Teachers—Traffic Safety Education—which stimulated interest in the project and taught valuable lessons.

The unit mentioned has been a real at-work unit, too. It has interested officials of the city in the importance of safety education and has secured as chief speaker for their program the mayor, Mr. Allen Van De Mark. They had, also, as another speaker, Motorcycle Officer Harry B. Emmery, of Lockport.

The mayor stressed the value of putting safety education into the regular school curriculum, beginning even in the kindergarten. "Only by repeatedly directing the minds of pupils to safety devices, methods, and principles can we expect safety habits to be formed," he said.

Officer Emmery gave a number of warnings concerning the passing of children to and from school. The six cardinal rules for children to observe, he said, are as follows:

1. Cross at crosswalks only.
2. Do not run while crossing streets.
3. Do not walk or run out from between parked automobiles.
4. Obey police officers and school-boy patrols.
5. Do not play in the streets.
6. Be doubly alert on slippery streets.

—MRS. D. F. MACDONELL, *Director of Publicity, New York State Congress of Parents and Teachers, 123 West*

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"With triplets, one must be extra careful with everything that touches their extra-delicate skins," says the mother of these babies. "I've always used Lux for their things. My triplets have not had any skin irritation to make them cross or endanger their progress."

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NATIONAL PARENT-TEACHER
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Center Street, Medina. From the New York Parent-Teacher.

A COURSE ON P.T.A.

Minnesota

Minnesota has for years had contacts with the summer school students in the six teachers colleges, and the demand on the part of the student body for these conferences is growing. The President of Mankato State Teachers College, C. E. Maxwell, has cooperated whole-heartedly in arranging four conferences with the president of that district for all seniors in the spring quarter. At that time those soon to be placed as teachers have an opportunity to learn something of the philosophy of the parent-teacher movement, its machinery, and how to organize and guide a unit in their schools when they are established.—MRS. HAROLD JOHNSON, *Publicity Chairman, Minnesota Congress of Parents and Teachers, 614 North 11th Avenue, East, Duluth.*

SUMMER PLAYGROUND PROJECT

Michigan

The Bunker Junior High School Parent-Teacher Association sponsored three summer playgrounds during the summer of 1936. These playgrounds were equipped and directors and supervisors hired for the summer months, the entire project sponsored by the association. Between 200 and 300 children spent many of their vacation hours in directed play at these centers.

A definite safety slogan was chosen each week, many of the slogans originating with the children themselves, such as, "We will not hitch hike on trains, cars, or trucks."

A well-balanced recreation program was carried out each week, planned by the director of playgrounds. The program was supplemented by a question period during which each child was encouraged to ask questions concerning nature study.—MRS. ARCHIE E. MCCREA, *Retiring President, Bunker Junior High School Parent-Teacher Association, 2471 Lake Shore Drive, Muskegon.*

MUSIC IN THE P.T.A.

South Dakota

About seven years ago a definite movement was started to have music in some form in every South Dakota P.T.A. meeting. Community singing seemed the best starting point. At the state Congress convention in Sioux Falls that year a chorus of 200 Mothersingers led the convention singing. National songsheets were used and supplemented with original pep songs contributed by members. The delegates carried the message back to their local units and during the next year Mothersingers choruses were or-

ganized in many of the larger units, while nearly all units had community singing.

At the state convention in Deadwood, several individual numbers were given by Mothersinger choruses. The first statewide chorus was formed by all chorus members and delegates. The following year emphasis was placed upon forming chorus groups and at the state convention at Watertown statewide Mothersinger chorus singing was on the program.

Since the Watertown meeting, chorus work has grown steadily. Fathersinger and mixed choruses have been organized as have also several Teachersinger choruses.

Three P.T.A.'s have orchestras and one has a string trio. There are a total of 176 choruses in the state as follows: 35 mixed, 33 Fathersingers, 108 Mothersingers. Original composition has also been encouraged and several original pageants and musical plays have been produced. A lullaby composed and published by Mrs. Grace Holmes Smith, Sioux Falls, was one of the statewide releases sung in the state chorus concert of two years ago. This year original compositions by P.T.A. mothers were featured on one afternoon's program of the Sioux Falls convention.—MRS. GRACE G. TRUAX, *Chairman, Music Committee, South Dakota Congress of Parents and Teachers, Box 1, Sioux Falls. From the South Dakota Education Association Journal.*

PARLIAMENTARY DRILL

California

The hard places in parliamentary procedure and the proper way to handle all phases of a parent-teacher meeting were smoothed out for presidents of Fourth District, at the president's council. This was done through an unusual and fun-provoking parliamentary drill, conducted as a "Punkin Center P.T.A.," which was in charge of Mrs. H. C. Drown, president.

Important consideration is being given in the Fourth District to forming a coordinating council, in the hope that through all agencies contributing to child welfare an extensive study will be given to the problem of juvenile delinquency.

We are happy to announce at this time that several of our schools have gone over the top 100 per cent in membership this year. We feel that excellent programs have been largely responsible.—MRS. EVA COPELAND, *Publicity Chairman, Fourth District, California Congress of Parents and Teachers, Fullerton. From the California Parent-Teacher.*

NOVEL LUNCH PROJECT

Massachusetts

An unusual lunch project has been

initiated in the Stockbridge Parent-Teacher Association. The boys of the vocational department of the school, at the request of the association, raised vegetables; the townspeople donated cans; the girls of the 4-H Club canned the product; the boys are now building a storage closet with the association buying the lumber. Last summer, to improve the quality of these lunches, the association paid the entire expense of the working manager to take a summer course at Framingham Teachers College; a committee of two members keeps in close touch with this lunch project throughout the year.—From the *Massachusetts Parent-Teacher Bulletin.*

THE P.T.A. AND RURAL LIBRARIES

Colorado

Nine libraries in rural communities have been established by the Mesa County Council. Aid was given this project through the federal adult education program. Miss Lillian Sabin, librarian of the Grand Junction Junior College, was the instructor. Later, NYA funds became available. Young people took charge of reading rooms and six stations were soon in operation. This year a number of associations have budgeted money to be used in the library project. Five hundred dollars will be provided by the county commissioners for county library work. This amount will be duplicated by federal NYA funds for purchasing books. During the July-September period, 2,097 books and magazines were circulated among some 900 persons. Libraries have been established at Palisade, and recently at Mack, Fruita, Rhone, Glad Park, Purdy Mesa, DeBeque, Columbus, and the Goodwill Industries headquarters in Grand Junction. All these were formerly without library facilities and had it not been for the initiative of the P.T.A. would still be so. Other organizations in Grand Junction have made donations of money for equipment, books, and magazines.—MRS. DOUGLAS HILL, *Assistant Publicity Chairman, Colorado Congress of Parents and Teachers. From the Colorado Parent-Teacher.*

RURAL EXTENSION

California

Allying ourselves with a selected group from the Department of Public Welfare of San Diego County, a survey of rural communities is being made concerning educational, recreational, character-building, health, and dental needs.

Our organization is being recognized increasingly as the natural link between home and school in furthering community centers in isolated localities. Extension with information being the keynote of the district's work, we

are welcoming the requests from rural schools to come to them with plans to organize and reorganize parent-teacher groups. We are happy to present three baby units.—MRS. STANLEY BURNE, *President, Ninth District, California Congress of Parents and Teachers, Box 175, Point Loma. From the California Parent-Teacher.*

AN ACTIVE RURAL UNIT

Vermont

Pumpkin Hill Parent-Teacher Association in Danville, a rural association of thirty-eight members, financed music for the school during the year, purchased five books for the school, donated ten dollars to the Red Cross, had 100 per cent homes in membership, and 100 per cent attendance to all their meetings.—MRS. L. L. MOUNCE, *President, Vermont Congress of Parents and Teachers, South Woodstock.*

RURAL UNITS AID WINTER SPORTS PROGRAM

New Hampshire

Winter activities are well under way among the parent-teacher organizations in the Granite State.

Situated as they are in and near the "Winter Playground of New England," many local units are cooperating with their communities in their winter sports program. The P.T.A. at Raymond has sponsored a skating rink near the Raymond High School building and has also purchased playground equipment.

A Community House was the first project sponsored by Hopkins School P.T.A., North Swanzey. To raise money, this local unit staged a historical pageant that attracted thousands of people from nearly every state in the Union. They expect to occupy their community house in the early spring. This is a rural community and at present the P.T.A. is sponsoring church services and a Sunday school in the schoolhouse with an average attendance of over sixty. Pastors from near-by towns are cooperating.

Westmoreland South Village P.T.A. sponsors a fine community chorus, which takes an active part in all community programs. This is conducted by a student from Keene Normal School.

In Portsmouth, the seven organizations held a joint Fortieth Anniversary party.

New Ipswich has for several years offered a scholarship of \$100 to a student of the Appleton Academy in that town.

Keene Council, comprising the eight units in that city, has organized a study group, taking up a correspondence course offered by the National Congress of Parents and Teachers.—

MRS. JOHN KLINE, *Publicity Chairman, New Hampshire Congress of Parents and Teachers, 25 Main Street, Keene.*

LUNCH PROJECT

Connecticut

The parent-teacher association of Niantic produced "Sunny-Acres," a three-act comedy by Richard Hill Wilkinson during the winter as their project for raising money to carry on the sixth year of serving of hot lunches to the school children.

The play was coached by one first grade teacher, and the cast consisted of parents of school and preschool children and three members of our teaching staff.

The sum of \$151 was raised. This money is used for the salary of the person who prepares the soups or cocoa which serves to supplement the cold luncheon brought by the pupil. Each serving costs five cents. This covers the cost of the food used.

Gifts from the Red Cross and other organizations are used to serve what we call "Sunshine Lunches" for children who need the benefit of the lunches but who cannot afford to pay. Such cases are known only to one principal, our school nurse, and the members of our hot lunch committee.—MRS. GRISWOLD A. LAMB, *President, Niantic Parent-Teacher Association. From Connecticut Parent-Teacher.*

A YEAR OF SERVICE

North Carolina

The Wrightsboro Parent-Teacher Association of New Hanover County has been instrumental in effecting many improvements in the school itself and many advantages for the children have been afforded. Among these are, in music—a radio, a victrola, thirty-five music appreciation records, orchestra pictures for study, and instruments for a toy orchestra; in art—eight large famous pictures for classrooms; in health—a Summer Round-Up campaign, a cafeteria serving hot lunches, with a supervised lunch period, a first aid kit, and furnishings for a rest room; one set of reference books, 300 new library books; one set of adjustable screens for the stage, and two sets of scenery; and basketball equipment for the playground.

Above all a splendid spirit of co-operation and goodwill now exists between home and school, and every effort is being made to provide every advantage possible so that each child may have the opportunity to grow intellectually, artistically, morally, and physically in so far as he is able.—MISS NELLIE FENTRESS, *110 N. 4th Street, Wilmington.*



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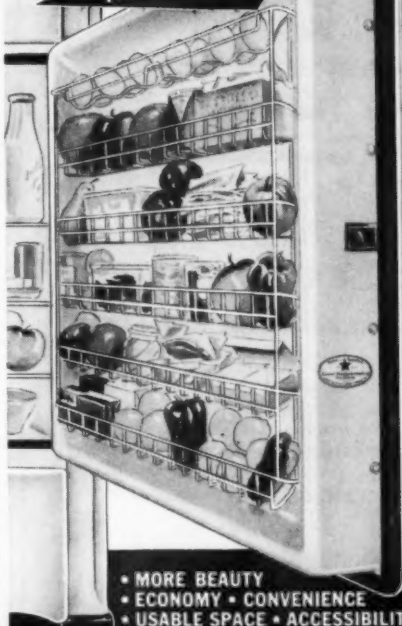
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OUR READERS WRITE

WHAT are *you* thinking on matters pertaining to the rearing and education of children? Won't you share your thoughts with other readers of the NATIONAL PARENT-TEACHER?

Here is your opportunity to say in print some of those things you've been longing to say, for, with the September issue, this magazine will inaugurate a forum section, **OUR READERS WRITE**, in which it will publish letters from those who read the magazine, and write to it.

We hope our readers will feel free to write frankly. And we hope, too, that they will write very briefly, for otherwise we cannot publish what they have to say since space is limited. To be printed in the September issue, letters must be received by July 10th. Won't you obey that impulse to let us and our readers know what you are thinking on the important subjects in which we are all so interested?

Send your letters to

The Editor
832 Bryant Avenue
Winnetka, Illinois

THE NATIONAL PARENT-TEACHER

• THE YOUNG CHILD IN THE FAMILY

Don't forget that this year the NATIONAL PARENT-TEACHER will offer two study courses. If your P.T.A. and its study groups have not already planned the work for the new year, now is the time to do it. One of the courses, "The Young Child in the Family," will discuss how to foster the child's learning from experiences within the family. The emphasis will be on the family as the cultural medium for transmitting our social heritage and its influence on the foundation of personality. It is planned and directed by Dr. Esther McGinnis, professor in the Institute of Child Welfare at the University of Minnesota, and will consist of a series of eight articles, by outstanding authors and parent education specialists, together with questions and study helps and a list of references for those who wish to do additional reading. The first article in the course will appear in the September, 1937, issue of this magazine. Each article will endeavor to answer the questions: "What is the job of the family in this area in the light of modern needs? In what ways do these first experiences influence the later development of the individual?" Specific suggestions will be given for experiences in family living and their interpretation so that parents may understand their significance. Planned for the use of study groups, the articles in the course will be of equally great interest to the individual. Leaflets describing the course are available from the NATIONAL PARENT-TEACHER, 1201 16th Street, N. W., Washington, D. C.

1. Getting Acquainted with His World

The child's early experiences in the family expose him to sensory and manipulative processes which may be utilized to provide a rich education in living. Ways are described in which the family may furnish a rich environment and how the child learns from it.

2. Learning to Adapt

Living on a schedule, the formation of physical habits, and discipline are some of the ways of helping to build emotional stability.

3. Learning to Live with People

The first lessons in cooperation are learned in family living. An analysis of the processes going on and what the child is learning reveals the family as a source of cooperation or of autocracy.

4. The Family and Emotional Patterns

The emotional experiences of the young child in relation to others are reflected in his later adjustment. It is important for him to learn to live wholesomely with his own emotions and other people's.

5. Anger in Young Children

Anger shows itself in various ways in children. Self-control begins at an early age and the family plays an important part in its development.

6. The Need for Success

The child's own home supplies conditions for his success or failure which naturally affect his later development.

7. The Family and Habits of Work

What does a child learn about work before he goes to school? Family life influences the child's individual reactions in many ways.

8. Outgrowing the Family

Overprotection and overanxiety often have dangerous effects on children. We want children to grow up emotionally and mentally as well as physically and can actively help them to do so.

• THE CHILD IN SCHOOL

As part of its effort in helping "to bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education," the NATIONAL PARENT-TEACHER is devoting one of its two study courses to "The Child in School." This course will offer splendid material on which to base P. T. A. programs or study group discussions; it will be of as great interest and help to the individual parent and teacher. Planned and directed by Dr. Ada Hart Arlitt, chairman of the Committee on Parent Education for the National Congress of Parents and Teachers, it will consist of a series of eight articles by distinguished authors and educators, the first of which will appear in the September, 1937, issue. Questions and study helps will be provided to guide discussion, and there will be lists of references for those who wish to do additional reading. Leaflets describing the course are available from the office of the NATIONAL PARENT-TEACHER, 1201 16th Street, N.W., Washington, D. C.

1. Approaching School

The opening of school should be preceded by preparation of the school wardrobe and by preparation of the child for school. A thorough physical examination is only a part of this preparation. The attitude which the parent has toward the school and the attitudes which he develops in the child are of equal importance in school progress.

2. Why Parents Visit School

Modern education could not go on without the cooperation of the parents. In order to cooperate best, parents should have a clear idea of the school program and of the behavior expected of children in school. The parents' visit to the school should give a clearer picture of what the school offers and of points at which education might advance further.

3. A Parent Looks at Home Work

Home work has been a constant source of conflict and criticism. It is fitting that the point of view of the parent in regard to home work should guide to some extent the amount and kind of home work assigned to children. This applies also to the new activities programs for children in the grades.

4. An Educator Looks at Home Work

Since home work is part of most educational systems, the point of view of the educators who assign it should be presented to parents. In this connection it might be well to ask three questions: Why is home work given? What are the points at which parents can cooperate best? Could education go on without home assignments?

5. What School Should Mean to Children

The school is least of all a place in which a series of facts may be acquired. It is a place in which the child may develop all of those character traits which make for a fuller living while he is growing up, and for a happier, better adjusted adulthood.

6. The School and Community Projects

The school should provide a wide and varied contact with the experiences which make for better citizenship. A child who is a good citizen at home and in school is already on his way toward becoming a citizen who contributes to his community.

7. Education for Spiritual Values

School education based merely on the mastery of facts fails of its purpose. Esthetic and spiritual values should be as much a part of the curriculum as history and geography.

8. Education for Home and Family Life

The best preparation for home and family life is the child's own relationship to his home, his parents, his brothers and sisters. The school should train both for living here and now and for home and family life when the child has become an adult. There are many opportunities in the school for such training.



12 WAYS TO PLEASE A BABY

The surest way to please your baby at mealtime is to feed him Heinz Strained Foods! Try them yourself. You're bound to like their natural color—prefer their "garden" flavor. Heinz cooks the country's finest vegetables and fruits scientifically, with dry steam, in sealed kettles. Thus their valuable vitamins and minerals are retained in high degree—cooked in, never out! Your grocer has 12 kinds of Heinz Strained Foods. You'll pay no premium for their extra quality!

Guard your baby's health—look for these two Safety Seals... 

HEINZ
STRAINED FOODS

Coming in August

Fit the Course to the Child's Development by Carleton Washburne

The schools exist, says this well-known educator, "to help children to develop wholesomely and happily as individuals and as members of society." And he goes on to show how they may fulfill their purpose if and when the course of study is fitted to the child's mental development.

Attic Puppeteers by Catherine Common

This delightful account of the pleasure which one family derived from their marionettes will point the way to a leisure-time activity which many others will find enjoyable as well as rewarding.

Plain Lazy? by Louis Monash

This article gives some helpful advice on how to find the cure for apparent laziness in children through finding the cause.

FILM FACTS

by Edgar Dale

Experiments in the making of films for Africans carried out in East Africa by the International Missionary Council under a grant from the Carnegie Corporation have so impressed the Tanganyika, Kenya, and Uganda governments that funds have been made available for the continuance of the experiment and for a supply of films for government use. The government series, recounts *World Film News* for February, "will be instructional films dealing with such subjects as cotton growing, seed selection, the curing of hides and skins, the improvement of village water supplies, the grading of agricultural produce, anti-tsetse-fly measures, and so on. The actors . . . are Africans, and the Africans have been trained to do some of the technical work of shooting, production, and exhibition."

• • •

The film of the dog Kiwi entitled "Wanted, A Master," made by Gunther von Fritsch and Arthur Ornitz, has, according to the *Wall Street Journal*, finally "attracted sufficient interest to bring it to the attention of the Metro-Goldwyn-Mayer short-subject division, with the result that the two amateurs were contracted to go to the Metro-Goldwyn-Mayer studio with Kiwi to reproduce the picture with professional equipment for regular release as a Pete Smith specialty. The picture is understood to be the first amateur effort to reach the professional commercial screen."

• • •

Dr. Julian Huxley, in a lecture on the application of cinematography to biology at the Royal Institute, made some valuable points regarding the general question of films in education.

The main objections usually raised against their use are that they encourage a passive instead of an active attitude in those who are being taught and that they attempt to usurp the functions of the teacher. In this latter respect, however, the film is precisely on a par with the textbook. If a film attempts to usurp the function of the teacher, it is a bad film. A good film may relieve the teacher of certain burdens and difficulties, but it should and can provide abundant material for the teacher to use. With regard to the charge that films encourage passivity, this again is true only of bad films. Thus the objections are not to films but to bad films. Good films can stimulate wonder, excite interest, or provoke curiosity; such films will be of value educationally. Dr. Huxley's lecture is reported in the *British Journal of Photography* for January 22, 1937.

BOOKSHELF

by WINNIFRED KING RUGG

WILL you not read *CHILD WORKERS IN AMERICA*, you who distrust the phrasing of the Child Labor Amendment or for some reason have failed to make up your mind about it? And you who are hoping for its ratification, will not you, too, read this book to secure a supply of ammunition and an understanding of the tasks that remain to be done even after the Child Labor Amendment is adopted?

Katherine Du Pré Lumpkin, director of research for the Council of Industrial Studies at Smith College, and Dorothy Douglas, assistant professor of economics and sociology in the same college, have collaborated in writing the first complete history of child labor in America. Their book, *CHILD WORKERS IN*



One of Margaret Evans Price's sketches in her book, *Down Comes the Wilderness*

AMERICA (New York: Robert M. McBride. \$3.50), presents a careful study of a great number of cases of child workers in a large variety of occupations. It paints a dismaying picture of the effect on the two million and a half of exploited children and on the problem of adult unemployment, and it concludes with a not too optimistic discussion of the chances of eradicating child labor. Especially worthy of study by parent-teacher associations is the chapter on "The Opponents' Case," which will help its readers to answer the arguments of the opposition.

• • •

THE EARLY YEARS

CHILD CARE AND TRAINING, by Marion L. Faegre and John E. Anderson (Minneapolis: University of Minnesota Press. \$2.50; text edition, \$2), has been in use since 1928 and has gone into four editions, each new one with additions and revisions. It formed the basis for a study course presented in this magazine a few years ago, and it is generally accepted as one of the most reliable books in its field. The new, fourth edition has been carefully revised so as to bring it up to date, and fresh material has been added, especially in regard to the subject of the social development of the child. More and more parents and educators are coming to the realization that one

of the most important things that can be done for a child is to help him to live happily with other people. Hence the added emphasis on that aspect of child training in the new edition of Faegre and Anderson's valuable book.

• • •

A NOVEL ABOUT TEACHING

Apart from its interest as a good novel and as an analysis of human character, Gladys Hasty Carroll's *NEIGHBOR TO THE SKY* (New York: Macmillan. \$2.50) has meat in it for

everyone whose attention has been turned to the direction being taken by American universities. Mrs. Carroll's chief character was deflected from his natural course by an ambitious wife, with the result that he forsook the Maine farm and his con-

genial work as a carpenter, put himself through college, and in time became a professor in a great mid-western university. When he found himself bewildered by college politics and by the university's exaltation of research at the expense of real teaching, and torn this way and that so that he could not be at harmony with himself, he cut the experience short, resigned his position, and went back to the farm "where he could be neighbor to the sky." In a swiftly moving story the writer, who made her first fame with *As the Earth Turns*, has now attacked certain practices in college teaching and administration, and has also emphasized the value of an integrated personality.

• • •

ON VOCATIONAL GUIDANCE

Books on vocational guidance are less effective now than they were when jobs were plentiful, but they still serve the important service of orientation. *DISCOVERING MY JOB*, essays by fifteen different persons on occupations for women, reprinted from the *American Girl* and edited by Anne Stoddard (New York: Thomas Nelson. \$1.50), discusses the qualities that a girl ought to have before entering the fields described. These are mostly on the professional level and require good preparation—writing, decorating, designing,

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advertising, medicine and nursing, teaching, acting, social service, with an excellent article by Jeanette Eaton about the long but, to some girls, interesting road to becoming a buyer for a department store.

• • •

MAKING THE MOST OF HOBBIES

HOW TO MAKE MONEY, a book for boys and young men, by Harold S. Kahm (New York: D. Appleton-Century. \$1.50), deals not with preparation for a life work but with the here and now utilization of special knacks and hobbies for earning money during high school and college years. Mr. Kahm says that his ideas have all been tried out, and without doubt that is true. He begins with the "A" boy who turns his high marks into dollars by tutoring less successful students. Other ways of earning money are by using

a typewriter, a lawn-mower, a camera, a printing press, a musical instrument, a paint brush (not for canvases but for houses and fences), and selling things. All Mr. Kahm's ways of earning money take for granted the push and self-confidence of the would-be earner.

• • •

Summer time is hobby time. It is surprising what a great number of books are coming out to satisfy the "how to do it" ambition. Here are PAINTING AS A HOBBY, by Stephen D. Thach (New York: Harpers. \$1.75), and SKETCHING AS A HOBBY, by Arthur L. Guptill (New York: Harpers. \$2.50), both for beginners. Mr. Thach is an amateur, Mr. Guptill is a distinguished art teacher of long experience. Both have simply and clearly explained the rudiments of their art in such fashion as to make painting and sketching attractive and not unattainable hobbies. "Everyone with normal intelligence can learn to draw," says Mr. Guptill. "Anyone with intelligence and the right amount of desire can learn to draw or paint anything he sees." First grade children do. Why not you or I?

• • •

For children's hobby time there is a horn of plenty in 101 THINGS FOR LITTLE FOLKS TO DO, by Lillie B. and Arthur C. Horth (Philadelphia: Lippincott. \$2). These writers are authors of 101 THINGS FOR BOYS TO MAKE and a similar book for girls. The directions are simple, though Mother will have to read them to the very young. The diagrams are numerous and clear, and many of them are in color. It is an attractive book to put in children's hands, for each page offers something new to make, and it doubtless will be a life-saver for many mothers.

• • •

For older boys and girls with the usual art training given in standard public schools, there are fascinating possibilities in the ALLIED ARTS AND CRAFTS series, by J. Littlejohns and A. C. Horth (New York: Pitman Publishing Corporation, \$1 each). These are English publications in pamphlet form. The three numbers sent for review, Volumes 5, 6, and 7, treat of making pocket wallets, telephone directories, letter-files, stationery cases, portfolios, magazine and book covers, book bindings, posters, and lettering and design. The printed instructions are meagre but the illustrations are copious, and graphic, and beautiful, especially those relative to lettering.

• • •

STORIES FOR YOUNG READERS

The wild life on a farm in northern

New York state is of the kind that small boys and girls may encounter in their summer vacations. That wild life as seen by two children of eleven is described in DOWN COMES THE WILDERNESS, by Margaret Evans Price (New York: Harpers. \$1.75). To the accompaniment of a pleasant story, the habits of deer, owls, squirrels, skunks, turtles, and fish, and other denizens of wood, field, and water, are described and the principles of conservation are painlessly inculcated. Adorable animal pictures in black and white are by the author.

• • •

HOP, SKIP AND FLY, by Irmengarde Eberle (New York: Holiday House. \$2), is about small creatures that some children may have been taught to look upon with aversion—bats, wasps, and garter snakes, and others whose interesting ways might be overlooked, such as ants and sticklebacks. Miss Eberle has made them all seem important and worth studying, with her scientifically accurate but conversational way of telling stories about them. It is imaginative, but not unduly so.

• • •

The Lewis and Clark Expedition into the then unknown Northwest is the subject of two vividly descriptive books for boys and girls of the upper grammar grades: NO OTHER WHITE MEN, by Julia Davis (New York: Dutton. \$2), and NEW WORLD BUILDERS, by Blanche Woods Moorehead (Philadelphia: Winston. \$2). Miss Davis excels in the pictorial quality of her style. Mrs. Moorehead has given much of her life to the teaching of history. Young readers have a way of liking more than one book on a subject, and these two supplement each other.

• • •

IN PAMPHLET FORM

An interesting biographical sketch of Florence Sprague Dick (Mrs. Fred Dick), to whom belongs much of the credit for the success of the parent-teacher movement in Colorado, is obtainable through the office of the Colorado Congress of Parents and Teachers, 321 State Street, Museum Building, Denver (\$1). The sketch is called A TORCH BEARER, and its author is Mrs. Sherman C. Roe.

• • •

NEWER ASPECTS OF COLLEGIATE EDUCATION, by Kathryn McHale and Frances Valiant Speek (Washington: American Association of University Women, 1634 I Street, N.W.) is a study guide for A.A.U.W. branches and curriculum committees in colleges.

Advertising Index . . .

Listed below are the firms advertising in this issue. The italics refer to booklets and samples which they offer.

American Can Company	
— <i>Recipes</i>	27
Book-of-the-Month Club, Inc.	
— <i>Booklet</i>3rd and 4th Covers	
Cocomalt—R. B. Davis Company	33
Crosley Radio Corporation, The	43
Heinz Strained Foods—H. J. Heinz Company.....	45
Hygienic Products Company, The	39
Johnson & Johnson—Red Cross Products	29
Kellogg's Wheat Krispies—W. K. Kellogg of Battle Creek....	43
Listerine—The Lambert Company	31
Lux—Lever Brothers Company	41
Sani-Flush	39
School Advertising Service— <i>Samples</i>	34
Sealtest, Inc.— <i>Recipes</i>2nd Cover	
Shredded Wheat—National Biscuit Company— <i>Instruction Folder</i>	35
St. Nicholas.....	47
Stokely's Baby Foods—Stokely Brothers & Co., Inc.— <i>Booklet</i>	37
H. W. Wilson Company.....	39